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ABSTRACT

Jonathan Turner Junior High School, in Jacksonville, Illinois, identified 121 7th- and 8th-grade students as being below grade level in one or more subject areas. A special program for slow learners was designed, which called for classes of no more than 20 students. The program was successfully initiated without special funding or added personnel. Procedures for teacher selection and student selection were carefully developed. Proposed teaching strategies emphasized remedial reading, increased retention, experiential learning, improved self-concept, development of organizational skills, etc. The program featured a token economic system where each student received income from attending classes, completing homework assignments, and receiving high grades, and paid fees for renting forgotten supplies and breaking rules. The program also involved "prediction" and "chunking" activities in the reading curriculum, and an interdisciplinary approach to writing assignments and writing requirements. Sample instructional plans are provided for units in social studies, math, and science. Appendices contain: (1) sample language arts units which illustrate differences between the regular curriculum and the slow-learner curriculum, (2) samples of parental correspondence and program evaluation forms, and (3) materials for implementation of the token economic system. (JDD)

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JONATHAN TURNER JUNIOR HIGH SCHOOL

SLOW LEARNER PROGRAM

by

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for

Ed. El. 575 Individual Research
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July 30, 1987

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TURNER JUNIOR HIGH SCHOOL: SLOW LEARNER PROGRAM

One of the greatest teacher frustrations is the feeling of not having enough time to slow down to help that student who "almost" has grasped the concept the teacher is trying to teach. During the spring of 1985, the teaching staff at Jonathan Turner Junior High School, Jacksonville, Illinois, voiced a concern to its administration regarding the large number of students working below grade level. The school did not have Title or Chapter classes.

A program had to be developed that would answer to the problems and the needs of the students and yet fit within the overall curriculum and class organization as it already existed. A further restriction was that students had to be served without special funding or added personnel. This paper outlines the specifics of our slow learner program and how to impliment it.

INTRODUCTION

One of the greatest teacher frustrations is the feeling of not having enough time to slow down to help that student who "almost" has grasped the concept the teacher is trying to teach. During the spring of 1985, the teaching staff at Jonathan Turner Junior High School, Jacksonville, Illinois, voiced a concern to its administrators regarding the large number of students working below grade level. A very broad, informal survey of the staff was conducted. As a result, 121 different seventh and eighth grade students were identified as being below grade level in one or more subject areas. There was no formal evaluation process, as such. The students were identified simply by teachers listing all students who they felt were doing below grade level work in their classes. The 121 students identified did not include any students who were already being served in existing LD/EH classes, and were broke down by the numbers listed in specific academic areas:

78 students in language arts
85 students in social studies
75 students in science
70 students in mathematics

With such a large number being identified, the administration agreed with the teaching staff that special help was needed for these students. The school did not have Title or Chapter programs, such as had served many of these students in elementary schools; and, these students were not eligible for LD/EH classes. Thus, these students were in the regular classroom struggling and finding little academic success. They were "sinking" in the academic classroom but had not "gone under for the third time" so they were not being served by any special programs. Therefore, the school staff and administration reached a consensus that a special program to benefit "slow learners" should be initiated from within. The program had to be put in place without special funding or added personnel. A program had to be developed that would answer to the problems of the students and yet fit within the overall

curriculum and class organization of Turner Junior High as it already existed.

Turner Junior High School includes grades seven and eight and has a student population of approximately 600 students. The school uses team teaching as the approach to academic areas; each team is composed of a math, social studies, science, and language arts teacher. In the spring of 1985, there already existed two full teams at the seventh and eighth grades, with each team serving approximately 115 heterogeneously grouped students. There was also a fifth team that taught an equal number of seventh and eighth graders. This team, referred to as the "swing team" because the teachers moved between grade levels, was made up of approximately 80 seventh and 80 eighth graders heterogeneously grouped. Upon examining what was already in existence within our building, the consensus was that the "swing team" could lend itself well to the development of a "slow learner" program. Those students of concern, identified as previously explained, would be placed with the "swing team"--with parental approval--and a curriculum would be developed to fit their special needs.

The 1985-86 school year was targeted as the start of the program for slow learners at Turner Junior High School - subsequently referred to as the "Swing Team." It was determined that the team would consist of 60 seventh and 60 eighth grade students--three sections of twenty students at each grade level. This maximum of twenty students per class would allow for more individual student/teacher contacts. To accommodate this student/teacher ratio, the remaining four teams increased their class size to approximately 28 students per class.

The four teachers selected to teach on the Sring Team were identified by the principal after asking for volunteers. In considering and evaluating the teachers who had volunteered, several personal and professional traits were judged necessary. The principal felt strongly that such a teaching assignment needed teachers with a great deal of personal and professional strength. These teachers had to feel good about themselves and have confidence in their own teaching ability--yet they should not be over confident. They had to have a firm basis, both personal and

professional, of security for themselves from which to draw. These teachers had to be willing to work very hard and have a compassionate nature; they had to be enthusiastic but realistic. They had to believe the students they were going to work with were capable of learning, and become "cheerleaders" to spur them on and motivate them to accomplish what they were capable of doing. Yet, these teachers must be willing and able to constantly--on a class period to class period basis--evaluate and modify the lesson immediately if necessary. They had to be sensitive to what did or did not work, and, more importantly, be willing to change.

The students to be served by these four teachers were described by the principal as students who needed enthusiastic teachers as they were unenthusiastic learners. They would demand emotional as well as academic attention, and would require more input than they would give. As principal, he was looking for an "unending source" for these students to draw upon both personally and educationally. He looked for four teachers who would be good role models for the students.

Because of the aforementioned limitations on developing the slow learner program--no additional staff and fitting into existing schedule demands--the principal was also looking for four people who were more alike than different. These four people needed to share a common love of teaching and children. They also had to share a confidence in each other's professional abilities and be able to work together as a team. This program was locking these four professionals into a unique schedule where there would be no breaks from the type of student they would see in a day. They would have six sections composed only of identified slow learners--high demand students. He was looking for four teachers who could fulfill those demands, and survive those demands every day.

A process for selecting students had to be developed. First, students considered to have severe behaviorial disorders were not to be included in the program. Secondly, students that might have been selected for the program but who were being extensively served by LD/EH programs (more than two class periods off the team) were also excluded. The criteria for selecting students included:

1) The student has not been academically successful in a regular classroom.
2) The student has not demonstrated good citizenship and is not a behavioral concern.
3) The student has some motivation and has shown a desire to learn.
4) The student has demonstrated a willfulness to put forth effort.

The program was opened to incoming seventh and eighth graders, based upon teacher and/or principal recommendation. Each of the eight elementary buildings were asked to submit a prioritized list of eligible students. The counselors then took the top sixty students to fill the team at the seventh grade level. Seventh grade teachers at Turner drew up a similar list to fill the 8th grade positions. In implementing the curriculum for slow learners, we expected to see substantial changes in these students, i.e., better attendance, better study skills, better organizational skills, better self-help skills, better self-image, and interest in educational pursuits.

REVIEW OF LITERATURE

After establishing who the members of the team were to be, the task of developing the actual program started. During the summer of 1985, the four teachers to be involved did a review of available literature on slow learners. What was found was to serve as the basis for building the Swing Team program. While recognizing that there is no true definition of a "slow learner," we were able to draw up a rather basic list of characteristics which is shared by other educators. Thomas J. Frain describes slow learners as "... distinctly below average in intellectual capacity ... between 70 and 89 (intellectual quotient) ... usually among the lowest 15 to 20 per cent of students in general intelligence."[1] Christine Ingram, in Education of the Slow-Learning Child, states, "these children are unable to satisfy regular grade standards year by year" and "are retarded in their academic achievement for their age group ... They are generally able to succeed in the grades with some adaptations."[2] "One whose educational

attainments are less than 85 per cent of what is normal for his years,"[3] is suggested by Cyril Burt.

Robert DeHaan and Jack Kough describe the slow learning child as "a child whose mental ability is high enough to justify keeping him in the regular classroom but low enough to give him considerable difficulty in keeping up with the average speed of the class."[4] This definition confirmed the frustrations that many teachers felt at Turner about leaving students "behind." The National Society for the Study of Education in 1950 stated slow learners "usually find the traditional type of school program too difficult to handle without some modifications of the program to adjust requirements to their normal capacity for achievement ... The appropriate designation to be given to the group which stands between mentally deficient and the normal is still a question. They are frequently referred to as the 'slow learners'".[5] It was the intent of the team to find the "modifications" needed for Turner's slow learners.

Bob Underhill helped to narrow our focus with his definition: "Slow learner refers to a child who is consistently in the reteach group, who has continuing difficulty mastering basic skills and remembering basic facts, and who continues to function in the diagnostic reteach cycle at the concrete level ... some children want to learn but seem to have difficulty developing concepts."[6] While studying these definitions, other remarks cautioned us to be careful in defining slow learners in too narrow of terms. All students are unique individuals and so it is with the slow learner.

In observing a classroom, one cannot identify the slow learner by an "on-sight check." The students overall physical appearance and observable emotional characteristics do not deviate from the "normal" student enough to readily label him or her as a slow learner. In any school population, what is "normal" can vary greatly. An inner-city school as compared to a school in a "preferred" suburb would definitely have different concepts of "normal." Keeping these perceptual differences in mind, it is easier to arrive at a fairly broad definition of a slow learner.

In its simplest form, Turner's definition would be "the student in any school population who fails to succeed at the 'normal' rate but does not deviate sufficiently to be placed in special education programs would be the slow learner for that school population."

At this point, it is important to reiterate that each slow-learning student is a unique individual. As Abraham noted, "No single trait describes them other than the one of learning more slowly and to a lesser degree."[7] There are characteristics that appear to be inherent among slow learners as a group, but within each individual not all of these characteristics will be found and those that are present will be found in varying degrees.

In the review of literature, various authors alluded to some of the same characteristics identified with the slow learner. In the following discussion are incorporated both ideas drawn from personal observations in the classroom and from various readings. These readings include material written by: Abraham, Martin, Younie, Johnson, Holt, Underhill, Bell, Blair, Blanco, Bloom, Farrald and Schamber, Karlin and Berger, Gordan and Poze, Belmont and Belmont, Kellogg, and Piaget. (See Bibliography.)

PROPOSED TEACHING STRATEGIES

A basic characteristic usually seen in a slow learner is lack of acacemic success, especially in reading. To remediate this problem, our program tried the following:

1) less assigned reading and more oral reading in class with discussion following to promote understanding;
2) use of low level/high interest material and frequent time used for silent reading for enjoyment;
3) use of newspapers to stimulate interest.

Often slow learners show the characteristic of low power of retention and memory. To help with this problem the team would:

1) write and perform plays to utilize memorization in a meaningful way;
2) have a reduced number of spelling words with words chosen to be relevant to the child in other disciplines:

3) use memory games, especially in math class, to aid in learning basic facts;

4) use a computer, as a motivator, to do drills on basic facts.

Many slow learners have a reduced ability to make abstractions. As many experiential learning techniques as possible are used in the program. For instance, science classes do many more experiments; math utilizes a checking account concept throughout the year; social studies dwells more on skills than dates; and language arts includes such projects as play writing, keeping a diary, etc.

Other traits seen in the slow learner are anxiety and fear of failure. The Swing Team uses activities that guarantee a certain amount of success but still are meaningful and not too simplistic. The teachers do not want to have phony success at the expense of teacher credibility. The team tries to make students aware of the fact that mistakes are an inevitable part of the learning process and encourage them to learn from those mistakes. Students are encouraged to accept any academic challenge with the idea that to try is to succeed, even though there may be some risk involved.

Many slow learners seem to have a poor self-concept. To improve the self-concept of each student, each teacher tries to become familiar with the child's past history, present interests, and future expectations and to become aware of each student as an individual. To do this, the team carefully studies each child's file and uses anecdotal notes throughout the year. The team works very closely with our school counselors who do some group counseling with our classes. The attempt, as teachers, is to show these students that regardless of past academic performance, they are still important as people. This means teachers have to become more closely involved with students than in the past.

Through years of teaching experience, it has been found that many slow learners are poorly organized. The team requires each student to keep an assignment notebook, which is checked periodically. The materials needed for each class are clearly defined (see letter appendix). Students are expected to bring the needed materials to class each day. Compliance with these expectations results

in daily positive reinformcement via the economic system developed for the team. Holding occasional parent meetings, and many individual conferences encourages the parents to help their children with organizational and study skills at home.

To combat the short attention and interest span and apathy seen in slow learners, the team:

1) keeps unstructured time to a minimum,
2) employs variety in teaching styles and methods,
3) reduces distractions,
4) keeps teacher verbalism to a minimum,
5) makes provisions for some physical movement,
6) arranges seating so that more apathetic children are nearer the center of action.

Another characteristic of the slow learner is that they fail to retain interest if results are deferred or intangible. As a team, one project has been developed that will be on-going throughout the entire school year. This project involves an individual checking account for each student, who has a chance to earn "money" (non-negotiable) and is charged for various privileges and infractions. Periodically, students have a chance to attend an auction (once each quarter) where they may bid on an assortment of special-interest items. These auctions give REAL value to their money. The culmination of the project is an overnight field trip for which they must purchase a ticket. This can only be done if they have accumulated enough team money throughout the school year. Although the reward of their daily transactions will be deferred instead of immediate, the belief is that, as the students record daily transactions, they will be motivated by seeing their account grow. The quarterly auctions will also provide further stimulus to retain their interest in the long-range goal.

All students, regardless of their academic ability, have many needs in common. Each needs to feel a certain amount of success to counter-balance the emotional let-down of failure. Every student needs to become aware of his strengths and weaknesses in order to better understand himself and to enable him

to comprehend his own progress. All students need to feel that someone at school truly cares for them and that they really do belong. The key to satisfying these needs is found in the use of as much individualization as possible.

EVALUATION OF PROGRAM

The review of the literature gave the swing team teachers instructional ideas to implement and a perception of the slow learner. Throughout the year the swing team teachers would devote their time and efforts to making use of the instructional ideas and being sensitive to the needs of the slow learner. Hopefully, this would result in the students having a more positive attitude, which should influence academic achievement.

After completing the first year of the program it was time to determine if the program was successful. To help evaluate the program, the students were asked to complete a questionnaire, anonymously. The parents were also asked to complete a questionnaire, anonymously. Attendance records were used in evaluating the program. The Iowa Test of Basic Skills was used in measuring academic progress.

The parent questionnaire consisted of fifteen questions with five possible responses: strongly agree, agree, disagree, strongly disagree, and no opinion. The results of the parent survey were overwhelmingly favorable (See Table 1). Students were given "yes" or "no" questions on their questionnaire. Their responses were also very favorable (See Table 2).

At the beginning of the school year the students were asked to fill out a questionnaire about themselves. One question they were asked was, Have you enjoyed school in the past? There were 72.3% of the swing team students that indicated they had enjoyed school in the past. Table 2 shows that 92.2% of those same students enjoyed school after being a part of the swing team for one year. The twenty percent increase indicates there was a positive change in attitude toward school.

The 1985-86 attendance figures of Turner Junior High School

were used to evaluate the attendance of the swing team students. The daily absentee rate for students at Turner, who were not members of the swing team, was 7.1%. The daily absentee rate for swing team members was 5.1%. Although this only appears to be a difference of two percent, it is actually a 28% improvement when compared to the 7.1% absentee rate.

The attendance of each student on the swing team during the 1985-86 school year was compared to past attendance records. Two comparisons were used to evaluate attendance. Each student's average number of days absent in the past years was compared to the number of days absent during 1985-86. Also, the number of days absent during the 1984-85 school year was compared to the days absent during the 1985-86 school year. There were 67.6% of the swing team students that showed an improvement in at least one of the two comparisons. There were 38.9% of the students that improved in both comparisons. Parents indicated their children had better attendance (See Table 1). The students also were aware of improvement in attendance (See Table 2).

The preceding discussion indicates a positive change in the attitude toward school and an improvement in attendance. The swing team teachers felt that improved attitudes and attendance would result in academic growth. To measure academic growth the swing team students were given the Iowa Test of Basic Skills. The tests were given in the middle of September of 1985 and again during the first part of April in 1986. Grade equivalence was used to compare the fall and spring results of the Iowas.

The tests were given approximately seven months apart. Thus, a change of seven momths would be expected in the grade equivalence. However, these students entered the program because they had been identified as being below grade level. This would indicate that these students have not grown at a seven month rate in a seven month time period in the past. The Iowa test results showed an average overall gain of a little more than seven months. There was an average growth of more than seven months in some areas (See Table 3). These results suggest that

many students were making academic gains greater than in the past.

Another indicator of academic success was the percent of swing team students making the honor roll at Turner. During the year 21.7% of the swing team students were on the honor roll at least one quarter. To make the honor roll at Turner, a student is allowed to have one C, all other grades must be A or B. Besides the grades from the academic subjects, which would be a part of the swing team, the grades from electives are included in determining the honor roll. Each student had two or three of the electives each quarter. There are both academic and vocational electives at Turner. Students are grouped heterogeneously in the electives. The swing team students had to be successful in classes where they had to "compete" against other students, who were not slow learners. The number of swing team students that made the honor roll indicates they were able to hold their own in the electives. Perhaps this is why many swing team students indicated that the skills they were learning from the program were beneficial to them in their electives (See Table 2).

Setting the team in place for the fall of 1985 was not easy. One of the first obstacles that had to be overcome was the anxiety and fear of failure that was prevalent among the students. The parents of the students received a letter seeking permission to place their child on the swing team. The reasons why the had been selected for placement on the swing team were explained in the letter. Although the letter was carefully worded, the goal was immediately established to fend off the label "dummy" team. Special effort was given to repress this label during the first few weeks of school. The four teachers involved in the program took time in class to discuss the "dummy" team. The main emphasis was placed on the fact that the teachers had volunteered to teach on the swing team, and that teachers would not volunteer to teach "dummies", nor, were the team teachers special education teachers. Students were asked to give the swing team a chance for two or three weeks and to put forth their very best effort and eventually they would be able to shake the label. The

students were then given an option. They could stay on the swing team or switch to another team. During the next few weeks only one student out of 120 asked to be switched to another team.

During the first few weeks the students found they were doing well academically, and they were soon proud of being on the swing team. Already they were feeling proud of themselves because they were able to do their academic work. Eventually, the attitude of the swing team students was such that they would challenge their peers when referred to as a member of the "dummy" team. Most students adopted the statement: "You're just jealous because you aren't on the swing team."

Students truly felt good about being a part of the swing team. The team members became a close knit group and took pride in being a part of the swing team. Students felt successful very early in the school year, and they knew it was not an erroneous success. Many students were even anxious, for the first time ever, to get the first report card of the year. The program was indeed helping to eliminate the anxiety and fear of failure of the students.

The early realization by students that they were going to find success on the swing team was critical to the success of the program. Many times the amount of work required to be a success in school is overwhelming, especially to the slow learner. The reduction of the work load in the academic classes was a significant factor in eliminating student failure and in turning the students' attitudes toward work around.

In language arts, for example, the list of spelling words for each week was only five words. In math the homework consisted of only ten to fifteen problems. The idea of <u>quality</u> not quantity was stressed. The students were told the assignments were not as long as they might be accustomed to having, so they were expected to work that much harder on the assignments they did have. The students accepted this and worked diligently to complete their assignments correctly. The use of smaller assignments was a key to not relegating students to a position of defeat.

Table 1 - Parent Opinion Survey

Survey Item	Percent Responding			
1. The swing team helped prepare my child to better organize his/her work in completing assignments and preparing for tests.	Strongly Agree 36.7%	Agree 51.0%	Strongly Disagree 0.0%	Disagree 10.2%	No Opinion 2.0%
2. The swing team did a good job in teaching the students the basic skills (English, math, science, and social studies).	Strongly Agree 41.2%	Agree 54.9%	Strongly Disagree 0.0%	Disagree 3.9%	No Opinion 0.0%
3. The swing team program helped my child to understand and to get along with others.	Strongly Agree 26.5%	Agree 57.1%	Strongly Disagree 0.0%	Disagree 10.2%	No Opinion 6.1%
4. The swing team offered a wide variety of good activities (checking account, field trips, auctions, etc.)	Strongly Agree 57.4%	Agree 36.2%	Strongly Disagree 4.3%	Disagree 0.0%	No Opinion 2.1%
5. My child's attendance improved this year.	Strongly Agree 28.6%	Agree 32.7%	Strongly Disagree 8.2%	Disagree 14.3%	No Opinion 16.3%
6. My child did not feel frustrated by the academic program (completing assignments, testing, etc.)	Strongly Agree 30.7%	Agree 44.9%	Strongly Disagree 0.0%	Disagree 18.4%	No Opinion 6.1%
7. The swing team did a good job of providing my child with the opportunity to reach his/her full potential this year.	Strongly Agree 36.7%	Agree 53.0%	Strongly Disagree 0.0%	Disagree 6.1%	No Opinion 4.1%
8. The swing team teachers' ways of teaching were helpful to my child.	Strongly Agree 60.4%	Agree 29.2%	Strongly Disagree 2.1%	Disagree 4.2%	No Opinion 4.2%
9. My child enjoyed the swing team experience.	Strongly Agree 59.6%	Agree 36.2%	Strongly Disagree 2.1%	Disagree 2.1%	No Opinion 0.0%
10. My child looked forward to going to school each day.	Strongly Agree 37.0%	Agree 43.5%	Strongly Disagree 2.2%	Disagree 4.3%	No Opinion 13.0%

Table 1 - Parent Opinion Survey
(Continued)

Survey Item		Percent Responding			
11.	The swing team teachers were concerned about my child as an individual	Strongly Agree Strongly Disagree No Opinion	51.1% 4.3% 8.5%	Agree Disagree	36.2% 0.0%
12.	My child received the personal attention needed from the teachers in such matters as help during classtime and extra help after class.	Strongly Agree Strongly Disagree No Opinion	39.6% 2.1% 6.3%	Agree Disagree	50.0% 2.1%
13.	My child felt that the subject matter in English, social studies, science, and math was at his/her level.	Strongly Agree Strongly Disagree No Opinion	30.4% 2.2% 8.9%	Agree Disagree	56.5% 2.2%
14.	At home, my child talked about school more often than in previous years.	Strongly Agree Strongly Disagree No Opinion	39.6% 6.3% 8.3%	Agree Disagree	37.5% 8.3%
15.	My child seems to have more self-esteem and self-confidence as a result of the swing team experience.	Strongly Agree Strongly Disagree No Opinion	39.6% 6.3% 4.2%	Agree Disagree	39.6% 10.4%

Table 2 - Student Questionnaire

Question		Percent Responding
1.	Did you enjoy school this year?	Yes 92.2%
2.	Did you feel that being on the swing team made this a better year than it would have been otherwise?	Yes 94.1%
3.	Did you enjoy having a checking account the entire year?	Yes 88.2%
4.	Did the checking account give you more reason to work harder on school work?	Yes 78.4%
5.	Did the checking account give you more reason to attend school?	Yes 65.9%
6.	Did the checking account give you more reason to behave due to the fact that you would lose money for misbehaving?	Yes 58.6%
7.	Did the checking account give you more reason to do your school work so you could earn more money?	Yes 84.3%
8.	Did the auctions serve as an incentive for you to do your work?	Yes 78.4%
9.	Did the work in your electives seem easier because of skills you were learning on the swing team?	Yes 60.8%
10.	In language arts do you feel that you learned more, the same, or less this year than in the past years?	More 78.4% The Same 19.6% Less 2.0%
11.	In math do you feel that you learned more, the same, or less this year than in past years?	More 74.5% The Same 25.5% Less 0.0%
12.	In science do you feel that you learned more, the same, or less this year than in the past years?	More 68.6% The Same 31.4% Less 0.0%
13.	In social studies do you feel that you learned more, the same, or less this year than in past years?	More 64.7% The Same 27.5% Less 7.8%

Table 3 - Iowa Test of Basic Skills

Subject	Average Increase Per Pupil in Grade Equivalence Seventh Grade	Eighth Grade
Reading	2.3 months	5.4 months
Language Skills	7.7 months	5.6 months
Visual Materials	6.8 months	8.6 months
Math	10.0 months	9.2 months
Composite *	7.1 months	7.5 months

* Composite represents the growth of the student in all areas combined.

The students seemed to feel comfortable in the smaller classes. They knew the other students in the class were selected to be there for the same reasons they were. It was quite apparent that this did help to eliminate a lot of the usual peer pressure. This made students more willing to become a part of class. It was observed that throughout the year more and more students were willing to take part in oral discussions--take risks. Those same students even became able to challenge and question a teacher during class discussions.

The individual checking accounts, that were mentioned earlier, provided an incentive for the students. The students were given a balance sheet to record their transactions and to keep the balance they had in their account. These balance sheets were collected and graded periodically. When checking the balances of the students, it was obvious they had an interest in their checking accounts. Students were anxious to find out if their balances were correct. Should they have less money than they thought, they were quick to question the balance. The checking accounts worked well as an incentive program and provided a valuable, life-like, learning experience. By the end of the year the students were able to correctly write checks, complete deposit slips, and reconcile a bank statement.

The results of the first year of the swing team program have been briefly discussed above. Positive aspects of the program were seen in the responses of the parents. The parents felt good about the program. This had to have a positive effect on the students. The teachers directly involved in the program saw a great deal of positive growth in the students. The teachers at Turner not directly involved in the program had swing team students in their elective classes, and had praise for the program. The school counselors, who worked closely with many of the swing team students had praise for the program. School psychologists for the district were interested in recommending placement of students into the program. All of these things indicate a very positive attitude toward the program.

The greatest indication of success was the positive responses

on the student questionnaires. Also, the positive changes in attitude and attendance and the gain seen in the Iowa testing has to indicate a successful school year. Even so, only the four teachers involved in the program know the real success of the program. They saw what can only be seen by working day in and day out with their charges. They saw the steady growth in the students. That growth was in many areas: self-respect, respect for others, involvement in school activities, willingness to sacrifice to be successful, and relating to school in a totally new and positive manner. If for no other reason, it was successful because it gave students a sense of accomplishment at school for the first time.

SECOND YEAR MODIFICATIONS

After working with a "modified" curriculum for a full school year, the team met to consider any needed modifications. It was the consensus that the overall program was working well; but, a few problems, particularly in the team economic system, needed refinement. Under the team's economic system each student has his own bank account, originally handled through the math teacher. The bookkeeping for 120 students proved to be too much for one person to do manually. The solution seemed to be to get a computer or to divide the load among all four team teachers--each teacher being responsible for the records for one-half a particular grade level. The first option was cost-prohibitive--so option two was used. As each child received his checkbook, he was told who his "banker" would be, and that he would make all his deposits in that teacher's branch facility. Each teacher had a bank depository in his/her room. The math teacher remained the bank's president, auditor, and ultimate authority in all banking matters. This load division helped greatly.

Students had to have their accounts in good order daily. The math teacher sat with each student three times a quarter to check balances. Students were expected to have the same balance as the bank (reconciling their account), and were given math grade credit for their banking activities according to how well they

were able to keep their records. The students originally were given checks and an 8½x11 balance sheet, which seemed to be easily lost or confused with assignments. The second year the team was able to obtain real checkbook covers and registers from one of the local banks. The checking policy was then modified to state:

> The first checkbook, six deposit slips, and twenty-four checks are provided to the student free of charge; and a second set of twelve checks and three deposit slips will be provided at the start of second semester, free of charge. If a student loses his checkbook, or leaves it at home and needs to conduct business, the student will be required to purchase a new set immediately at a cost of $300.00 to be paid for at the time of purchase.

This new approach solved several problems. First, the new check covers and registers were easily "spotted" among school supplies and were much more compact and convenient to carry. The covers added realism to the bank accounts! The student's cover and register were just like those of their parents. Each class was assigned a different color checkbook cover to help the math teacher keep track of each class hour separately. A third benefit of this modification, and probably the most important, was the reduction in checkbooks left at home because of laziness, and the reduction in checkbooks lost because of the similarity to regular school papers. The $300.00 penalty was a cost most students incurred once only! Team money was valuable to the students, and they were not willing to part with it because of their own carelessness--this modification forced them to take better care of their checkbooks or "pay" the consequences.

After realizing that a number of students (approximately ten) were "repeatedly" overdrawn and some to an extreme degree (over $10,000.00), the team needed to address this flaw in the economic system. First, it was necessary to determine "why" the students were in such serious financial trouble. The first year there existed a team policy of fining a student for each homework

assignment not turned in, i.e., $100 for the first, $200 for the second, $400 for the third, $800 for the fourth--doubling the amount for each missing assignment in a particular class. At this rate in four different classes, it did not take long for a student to get into deep debt. This "negative" reinforcement system was not successful, so the second year a "positive" system was developed. Instead of fining for missing assignments, there was a $1200 bonus offered ($300 per class) for turning in all assignments in a quarter. The bonus rewarded those students who were doing their work and helped to eliminate the "deep" debts.

A second reason for the deep debt was continued check writing after a student was already overdrawn. To stop a child from running up his debt, a new policy was established that prohibited a student from writing any additional "privilege" checks (rest room, office, locker--See Table 4). Fines still had to be paid however. This was done by instituting an "overdrawn list." This list was updated each Friday during team planning time and was written on the chalkboard in each classroom. If a student was overdrawn, all wages were then garnished by the team until he had paid back his debt. The student had to carry an overdraft statement (See appendix) around which indicated the amount owed. On payday the student was required to show the paying teacher the overdraft slip and to have her record and initial the amount he was entitled to receive. He, in turn, had to add the amount to the negative balance in his own check register. The teacher then directly deposited the paycheck with the word "garnished" written across it with the appropriate banker.

The garnishment policy solved most of the overdrawn problems; however, there seemed to remain a <u>few</u> students who continued to abuse their checking privileges. The team then developed a policy that stated when a student became overdrawn $750, a parent conference was mandatory. Most students would do anything to prevent having their parents called; and, when informed of the new $750 conference limit, most students chose to <u>stop spending</u>.

The last economic modification was required by the building administration's adoption of assertive discipline on a school-wide

Team Income & Fees

$12 per academic class per day IF present with all needed materials.

$2 per each point on a test or quiz.

$300 If all assignments for the quarter are turned in.

Quarter behavior grade bonus: for all classes!

S = $50
N = 0
U = −$50 (you pay us!)

Quarter perfect attendance: $50 bonus

Honor Roll = $250

High Honors = $400

Out of room errand: $15

Possible bonus for good work or behavior as teacher sees fit.

Game bonus as teacher sets.

Rent (for forgotten supplies) $65.25

Bathroom/Drink $50.50 per trip

Municipal Utilities policy is $200.22 for six trips — if unused paid $100 for each trip

Nurse* with insurance $0
without $100 per trip

Other passes (locker, office, phone) from class time $75.75 each

Fines

Any rule infraction:
1ST time $150
2CD time $225
3RD time $400

If you are overdrawn, your pay check will be garnished!

If you are $750 overdrawn, a parent conference will be called.

* Health insurance available — $300 for 8 trips. Unused trips are redeemable at $25 per visit.

basis. It was very easy to plug into the reward and consequence structure of this approach to classroom management (See Table 5) via the existing fine/income structure.

In evaluating the academic curriculum, the team found it necessary to make three modifications. The first was administrative in origin. It became a building policy that all students were to be notified of their academic grade every two weeks. The purpose of this new policy was to prevent "surprise" grades at mid-term and quarter's end. The method of informing the student was left to the discretion of the individual teacher. Some teachers chose to give by-weekly report cards. Some required the students to keep a running chart of their grades at all times. And others simply verbally informed the students of their grade every two weeks. The implementation of this practice helped Swing Team students to realize the importance of handing in daily work and motivated them to maintain a "good" grade once they had achieved it.

A second modification in the curriculum was made in the way reading activities were handled. After completing a reading course, the team became aware of the benefits of prediction activities. "Prediction" and "chunking" help students to remember what they have read. "Chunking" or taking in information in large "chunks" . . . "maximizes the brains capacity to make sense of information and store it permanently."[8] Prediction activities require the student to form tentative hypotheses about what new information is coming in the section they are about to read based on what they already know or have read. "When these predictions are borne out, the ideas flow quickly into long-term memory, comprehension results, and the reading goes smoothly on."[9]

Getting the students to make predictions on what they were about to read was not easy. At first they joked around and complained about the activity; but, eventually, it got to be a challenge to see if the prediction they had made was correct or at least on target. This activity caused the students to read for meaning. Students were actually looking for something (their prediction) as they read. Combined with the existing policy of uninterrupted reading, students seemed to improve their reading fluency (not

CLASSROOM RULES

1 Follow directions -- do what the teacher asks.

2 No swearing, horseplay, running, fighting.

3 Be in seat at bell. Teacher dismisses the class.

4 Be courteous — no name-calling

5 Return borrowed or rented materials.

REWARDS

1 See Income Chart

2

3

4

5

CONSEQUENCES

1 Warning

2 $150.00 fine

3 $225.00 fine / detention for 15 min. > at option of teacher

4 $400.00 fine / detention for 30 min. >

5 To Mr. Johnson, Asst. Prin. - detention - call home

6 Severe clause → directly to Mr. Johnson

calling out one word at a time) while building their comprehension skills.

The third area of curriculum modification was not totally new but rather was one of re-emphasis. The team decided to stress inter-disciplinary writing assignments and writing requirements. This meant that social studies, science, and math--when possible--would require the students to write answers in complete paragraphs and complete sentences whenever possible. And, more importantly, grade the answer not only for content but also for grammar. The grammar the students were held accountable for was coordinated through the language arts teacher. Students were not penalized for errors which had not yet been covered in language arts class. This policy helped re-inforce the idea that there is no clear line that divides one subject from another; they are all related to each other. The team actively contrived units to bring all the disciplines together to cause the students to see the inter-relationship among subjects.

ILLUSTRATIVE INSTRUCTIONAL PLANS FOR THE SWING TEAM

The overall units are specifically designed for a group of seventh grade students ranging in chronological age from 11 to 15 years. The I.T.B.S. scores reflect a wide spread of abilities spanning 3.4 on the low end to 7.1 on the high. The average score falls in the vicinity of 5.8 to 6.2. The majority of the students, with rare exceptions, come from the low-to-middle portion of the social-economic community structure. The group is best described as "slow learners"; and, as such, display common characteristics, i.e., easy distractability, short attention span, difficulty in attending to task, poor reading skills, and a need for constant reinforcement. Class size is limited to twenty to provide maximum teacher/student contact. Directions must be concise and simple. The lesson, although covering essentially the same topics as the "regular" classroom sections, is broken down into smaller "bites" which can be readily understood by slower learners. The essential difference

in the units is an adaption in "teaching method," not the adoption of a "watered down" or different curriculum.

SOCIAL STUDIES: GREAT BRITAIN UNIT
GENERAL INTRODUCTION

One of the major units to be covered as part of the District #117 seventh grade curriculum is "Great Britain." The overall scope of the unit encompasses the periods of the Renaissance through present day. The depth--covering such a wide span of years--by necessity, is rather superficial. Some of the major concepts included within the scope of the unit are the development of English democracy, the effects of the Revolution, the current structure of English government, the rise of the Industrial Revolution, the explanation of a Capitalist system, the growth of empires, and the appreciation of cultural differences in Great Britain--not necessarily in this order.

OTHER MATERIALS DESIRED

The complete "unit" requires a variety of media: Introductory maps of the region to be studied, slides of many of the significant historical sites, class reading and discussion of pertinent segments of the test, overhead transparencies of key concepts, idea-reinforcing worksheets, and an evaluative simulation--a "High Tea."

OBJECTIVES

The particular "lesson" demonstrated in this project deals with a comparison of English and U.S. governmental structures. The student should be able to (1) differentiate between existing similarities and contrasts in the two systems, (2) recount the component parts of each system, and (3) comprehend the "job" of each "part." A secondary objective might be the establishment of an appreciation of the origin of many of the United States' principles of government.

SYNOPSIS: MATERIALS/HOW/STRENGTHS

The lesson will be accomplished primarily with the assistance of several media: slides, overhead transparencies, and worksheets. The transparencies and the worksheets are the primary instructional media, while the slides are motivational and enriching in nature. Most of the media is teacher-produced and adapted to meet the aforementioned special needs of slow learners. The slides, some of which are commercially produced, are being used to capture the interest of the student and to help introduce some of the terms used on the subsequent transparencies and worksheets. The slides allow the students to visualize the age, beauty, and grandeur of Great Britain's government through vibrant colors and photographic effects. The subject of each slide is purposefully limited to government-related sights; thus, again, focusing on the key objective of the lesson.

The transparencies and accompanying worksheet "pick up" on the terms of the introductory slides. The transparencies are constructed by the teacher, and worksheets are filled by the students as the explanation of terms and comparisons proceeds. Key words, position, and color are significant and meaningful on the transparency. The student can elaborate further on their copy of the accompanying worksheet as the class discussion goes along. For this particular group of students, the transparency provides security by reinforcing note-taking and spelling; in essence eliminating two basic learning obstacles. The transparency skills enable the main focus of the lesson to remain on "government." The high-lighting of key words via color will help to "cue" or direct attention to the transparency.

LIMITATIONS

Having already examined the strengths of the media in the synopsis of "material to be used and how," consideration must be given to the weaknesses of the selected materials. There are two major concerns as outlined by the authors of the text. The authors state that "color often results in confusion and becomes a source of 'communications noise'" (p. 138).

Caution must be used to be sure that the use of color on the transparency clarifies rather than confuses the learner. This can be accomplished by limiting the number of colors used, and combining "positioning" to clarify as well. The second problem pointed out by the authors revolves around "simultaneous multi-image presentations." The area of concern is "density" of information. If too much information confronts the learner, he/she may become confused and reduce his/her rate of cognitive learning.[8] Therefore, it is important to limit the transparency to essential "key words." The learner can "fill in" more details on the accompanying worksheet as their individual need dictates.

PRELUDE TO USE

The introduction to the lesson should follow a previously established general pattern: Recalling the previous day's activities and relating or tying them in to the new lesson. This can be accomplished as the anticipatory set via questioning or lecture. An introduction to the slides draws attention to the details the student is expected to "watch for." The information given to the student in this segment of the lesson is then, in turn, drawn upon in the transparency/worksheet discussion. The slides help the student to "bring something to the page (transparency)." The expansion of these ideas on the overhead/worksheet causes the student to see similarities/differences between the British and the American governmental systems.

POSTLUDE

This comparison approach often leads into discussion of "how" the two governments "work". It would serve as a lead lesson for subsequent comparisons of how laws are made, political parties function, and government leaders influence situations. The class discussion helps to determine areas of apparent weakness which need to be addressed either immediately, if merited, or later as "follow-up" lessons. The students (in small groups) might be asked to choose the "best of both" governments and devise a new structure as an expansionary exercise--dependent upon their grasp of concepts.

ALTERNATIVE APPROACHES

An alternative approach might be to show a narrated film strip or movie of British government. The problem with this is the lack of opportunity for immediate discussion of a concept not understood by the learner. Movies and filmstrips usually move too fast and encompass too much new vocabulary for introductory purposes. They do serve as a valuable reinforcer of ideas after the student has an understanding of the basic framework and concepts of British and American governments.

A second alternative, although not really feasible, would be a field trip to study the workings of British and American governments first-hand. This alternative is definitely cost prohibitive!

A third alternative might be to glean needed information from readings; but, the very nature of the student for whom this lesson is designed prohibits the success of this alternative. A second draw-back is the lack of AV integration in this option.

EVALUATION

The final evaluative device for the entire unit is a simulated "High Tea." Each student is given an invitation to attend tea during their study hall period--not during class time. The invitation requires semi-formal attire and announces the honored Guest, an English war bride. The simulations is evaluative in nature as the student must be interested enough in the unit to properly dress to attend, produce the invitation as a "pass" to leave his/her study hall, and maintain appropriate level of manners while in attendance (carrying over the "properness" of British culture). The simulation requires each student to partake in traditional tea items, i e., cucumber and watercress sandwiches, tea cake, biscuits, mints, and of course, tea--complete with lemon, sugar, and cream. The success of the unit is judged on an individual level by the student's decision to attend, and on a team level by the overall tone and success of the social event.

SUMMARY

It is essential that the instructor of the demonstrated lesson and overall unit keep foremost in mind the intended student and his/her specific needs. The small class size provides the opportunity to check each individual's progress closely and to provide the needed encouragement, reinforcement, and closure. Slow learners can learn. The secret lies in the methods and approaches used by the teacher. These are students who need to succeed and can--with proper instructional settings. Media of all sorts enhance their chances of succeeding. The more they can see, hear, touch, and experience, the more they understand and remember. This particular group of students learns best by doing. Media provides them with the best avenues of "hands on" learning experience and are especially important in a lesson, unit, or curriculum developed for slow learners.

LANGUATE ARTS: COMPARISON OF CURRICULA

Enclosed as a part of the appendix are two complete "Me Units" from the Language Arts Department. If one does a comparison of the two units, some of the modifications in curriculum made for slow learners becomes apparent. Upon examination of the calendar for each unit (regular curriculum and swing team curriculum), the most obvious difference is the extended time frame. The regular setting allowed seventeen class periods to cover the entire unit; the Swing Team calendar allowed twenty-eight days. The extended time provided for much more teacher/student interaction, and allowed more in-class work time. One major problem team students displayed was failure to complete and/or return homework. By providing adequate in-class work time, a major obstacle preventing student success was removed. Slow learners can and will do the required work given the needed materials, time, and necessary attention. The extended calendar provided for these special needs.

Another difference was the teacher elimination of "too many" options. Swing team students seem to be more successful when they can concentrate on a specific task rather than on deciding "what" task to do. By narrowing the scope of possibilities down from

those open to students in the regular curriculum (see various grade story, and project options in regular curriculum versus required "Me Booklet" and assigned stories), team students were able to concentrate on the task for the day as shown on their personal unit calendar. (In the regular setting, students were not given a copy of the assignment calendar; it was posted on the bulletin board in the language arts room).

Similarities existed between the two curricula. Both curricula covered the same three stories, i.e., "Thank you, M'am," "Something So Right," and "All Summer In A Day." In each program students were asked to answer questions, write paragraphs, do word searches, solve crossward puzzles, and take a unit test.

The objectives and educational emphasis in the Swing Team unit remained the same as those of the regular curriculum. The major difference was found in organization and structure--NOT in content! The secret to a successful slow learner program seems to lie in the methods and approaches used by the teacher! Keep in mind the goal of developing a program which had to fit within existing guidelines and policies of Turner Junior High School.

SCIENCE: METHODS

The science curriculum has been approached with three primary areas of focus. The curriculum, educational, and learning environment are "managed" not simplified. The units are structured to teach "responsibility" and to give the students "proprietorship" in their learning. Rather than look at a specific unit, the approach to a unit should be examined.

Management Steps

Step 1 - Vocabulary/Specimen Day - This day is used as an introduction to the Chapter or Section. The vocabulary list is limited to 10-20 words from the entire chapter. Each student is required to look up the words (counts as a daily work grade). To stimulate interest, a specimen is used in the vocabulary discussion--even if the teacher has to find or catch themselves!

Step 2 - Oral Reading - Students are asked to volunteer to read and receive a participation grade for doing so. All will get to read over a one-or-two day span. The student cannot be

interrupted or corrected as he/she reads. (Team-wide policy). If a student misses (mispronounces, skips, or doesn't understand) something important, the teacher can pick up on it and reinforce after the student is finished reading.

Step 3 - Film or Video Day - If an appropriate A-V is available, it is shown. Many slow learning students are auditory or visual learners vs. tactile learners. Each discipline trys to employ as many different learning approaches as possible.

Step 4 - End of Section Questions: Prior to working on the questions at the end of the section or chapter, the students are asked to explain what the question is asking. The finished assignment counts as a homework grade and is graded and discussed in class to stimulate discussion and to assess understanding of general concepts covered in the question. If the students cannot explain their answers, do they understand; or, have they just "found" the answer?

Step 5 - Overhead Notes - Students are required to take notes on a lecture with the teacher. This activity reinforces a necessary study skill and eliminates the frustration of "spelling" and "falling behind."

Step 6 - Overhead Transparencies/Films - Films and transparencies often move too quickly for slow learners. One way to help the student get more from a film/transparency is to stop to discuss key ideas the first time through. Then, show it or go through it again without stopping to tie the ideas together. This allows the student to understand the parts, and to see how they are related.

Step 7 - Pre-Lab - Each chapter has two labs and one activity (even if teacher has to develop them). Lab sheets are composed with step-by-step directions that they (the students) are to follow. On Pre-Lab days, the teacher walks them through the lab by actually dissecting the specimen or performing the experiment. This allows them to "see" what is expected of them (role model) and alleviates apprehensions they may have. Somehow it isn't quite as bad after seeing the teacher get his/her fingernails dirty! During the Pre-Lab, end results are never "given away" ... the students should be lead to learn to HYPOTHESIZE!

Step 8 - Lab Day - This hands-on activity counts as a daily work grade. Each station is set up and organized (structured); but, the students, as they work in pairs, are responsible for the entire Lab from start to finish. The teacher travels from station to station (9 to 10) monitoring activity and answering questions. Labs are evaluated by logging on the lab sheet - for example, points off if there is "goofing off" at the station; points given for written questions, proper clean up, and set up for the next hour (leaving the station as it was found). Lab sheets are collected before the students are dismissed.

Step 9 - Post-Lab: The following day the lab sheets are returned to the students along with a copy of the "key." The answers to questions are discussed as are the different reactions.

Step 10 - Study Guide - As a review for the chapter, each student is given a study guide to complete. It is counted as a home-work grade.

Step 11 - Review - College Bowl teams are used. The questions come from the study guide. Students are rewarded via the checkbook system: 1st - $300, 2nd - $200, $3rd - $150, and 4th - $100. Everyone gets something for his/her efforts.

Step 12 - Tests: The same "Master Test" for the chapter is used as for the "regular" science classrooms - unless the chapter is extremely long, and two smaller tests are given. (It is interesting to note that on longer chapters, the other (regular) classes usually wind up retaking the test because of the large percentage of failures!)

Step 13 - Reinforcement of good study habits/Pizza Raffle

The tests are passed back and discussed. Students are paid team "money" for each point and science pizza chances:

1 point = $2.00 in team money

A = 3 chances for pizza raffle

B = 2 chances for pizza raffle

C = 1 chance for pizza raffle

The raffle is held at the end of each quarter; two seventh and two eighth graders win an expense-paid pizza party with the science teacher.

These teaching methods are not unique; but when used, they help MANAGE AN EDUCATIONAL ENVIRONMENT for students--especially slow learners--allowing them to succeed on their own level. The program is NOT simplified. It is structured and helps to guide the students in their thinking until they are able to organize and think independently for themselves. The purpose of the program is genuine student success and responsibility.

The evaluation method used can play a significant factor in any student's success. An evaluation system can be both challenging and programmed for student success. Some evaluation systems are set up so that a student's frustration level is tested before anything else!

SCIENCE EVALUATION METHOD

65% daily assignments, homework, labs
30% quizzes and tests
5% participation (recorded on daily log (seating chart) reading, discussion).

Under this system, a student can do well even if he/she does not test well. The student can actually choose his grade by regulating the amount and quality of work that he does instead of the evaluative system defeating him.

MATH: A TACTILE APPROACH

The math curriculum for slow learners closely parallels the regular curriculum. The major difference again is in the method used to teach math concepts. Careful attention was given to ensure that math class was not a "sit at the desk and do problems out of the book" class. The decimal unit for the team utilized an activities approach to production. The activities used did not have to be major productions.

When discussing decimal place values, students were asked to assume the role of their particular number and to literally stand in the number's place in the number chart, holding their number name. The chart was constructed by placing poster labels above the chalkboard (as per top of following page).

Spread out labels so a person can stand under the appropriate sign.

Students were asked to write dictated decimals on the board saying the decimal aloud as they wrote it. This activity then moved to the desk top and finally the individual's notebook paper.

Students were required to read aloud decimals and to identify orally the "place" that an arrow was pointing to, i.e., 4.67, the six is in the tenth's place. The next step required them to write decimals of their own and identify the place values on paper. Board, small group, ordering, and comparison activities made math a "doing" class. Careful attention was also given in choosing relevant activities, decimals, and fractions. If the student could see a "reason to learn" something they seemed more willing to work; so, common, frequently used numbers were chosen. Comparative shopping, figuring discounts and sale prices, estimating and rounding were tied to real life situations. Using grocery ads and recipes, writing orders using real mail order catalogs, and figuring out unit pricing for items were activities used to illustrate to students the importance of learning decimals in real life.

Another modification in the math curriculum was a reduction in the number of assigned homework problems. Students were asked to carefully complete ten to fifteen assigned problems. The reduction in work load seemed to encourage students to finish quality work rather than quantity work, to focus on the math concept covered, and to help ensure academic success.

OBSERVATIONS

The slow learner program as developed by the Swing Team filled a particular need for students at Turner Junior High. The rewards and sanctions utilized in the token economic system adequately functioned as a management reinforcement system. The daily pass privileges and quarterly auctions gave immediate value to team money. The requirement that each student purchase his own ticket ($6,905.25) to go to the annual May field trip taught the importance of saving and budgeting. And, most importantly, many students experienced real success in school for the first time. These students became involved in school not only academically, but in athletics and extracurricular activities - they were no longer ineligible because of poor grades. They became willing to try and to take risks!

Having observed the success of the program at Turner, it is interesting to note here that the high school is in the process of implementing one new program for the 1987-88 school year and expanding a second. The high school staff is currently setting up "support study halls" to help identified slow learners with homework assignments, organizational and study skills, and to provide for more individualized teacher/student contact and counseling. The existing S.E.P. (Supportive Educational Program) targets "at risk" or potential dropout students for additional help. This program is being opened for the first time to freshmen. Approximately six to seven Swing Team students have been accepted into this program.

The junior high slow learner program will continue for the next academic year. Necessary modifications and adjustments will be made as needed. Slow learners will be afforded the opportunity to succeed in an adapted but not simplified curriculum!

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"REGULAR 'ME' UNIT"

Courtesy of

Language Arts Department
Jonathan Turner Junior High School

Mrs. Jane Sample, Chrm.

NAME _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NOV. 17 - Thank You,M'am - Notetaking - Word search	NOV. 18 Work time on 'Thank You,M'am' and Projects	NOV. 19 Counselors Word search due	NOV. 20 -discussion of "Thank You,M'am - work time	NOV. 21 Project I or Questions on "Thirteen" are due
NOV. 24 Something So Right - Crossword Puzzle	NOV. 25 S.S.R.	NOV. 26 S.S.R. puzzle due	NOV. 27 T H A N K S G I V I N G V A C A T I O N	NOV. 28
DEC. 1 Discussion of S.S.R. and notetaking - Work time	DEC. 2 Work time	DEC. 3 Speaker from Big Brother, Big Sister Project II or paragraph on "Granny Ed" due	DEC. 4 "All Summer in a Day" - notetaking - discussion - puzzle	DEC. 5 - work time - puzzle due
DEC. 8 - Work time	DEC. 9 3rd project or coat of arms due ½ work time ½ review	DEC. 10 Test on short stories TYM SSR ASD	DEC. 11 Project VII due Last day of Unit	DEC. 12

"ME UNIT"

1986-87

"Me" Unit

The following stories will be read in class as a group and you will be tested on them:

"Thank You, M'am" by Langston Hughes, p. 39 in Introduction to Literature

"Something So Right" by Shelley List and Jonathan Estrin in Scope Magazine

"All Summer in a Day" by Ray Bradbury in Sense or Thrust

In order to earn a "C"

1. You must read one story and complete Project I. The story must come from a book in the "C" section.
2. You must pass the test on the stories read in class with at least a 60% or better score.
3. You must complete one of the choices in Project VII.

In order to earn a "B"

1. You must read at least two(2) stories and complete Projects I and II (one project for each story). The stories must come from two different books in the "B" section.
2. You must pass the test on the stories read in class with at least a 70% or better score.
3. You must complete one of the choices in Project VII.

In order to earn an "A"

1. You must read three (3) stories and complete Projects I, II, and any other project of your choice from III, IV, V, or VI (one project for each story). The stories must come from the "A" section, with one story coming from each book.
2. You must pass the test on the stories read in class with at least an 80% or better score.
3. You must complete one of the choices in Project VII.

Your progress will be checked regularly. Check with your teacher any time you need help. Discuss with your parents and the teacher the reasons for choosing the grade for which you will try to work.

DURING THIS UNIT, YOU WILL READ STORIES CONCERNING INDIVIDUALS AND THEIR PROBLEMS

In order to earn a "C", one story from any of the following books may be read:

from Stories of Surprise and Wonder
1. "The Eye Catcher" p. 5
2. "Only the Guilty Run" p. 43

from Summits
1. "The Reformation of Gordie Green" p. 21
2. "Growing Up With Grandma" p. 30

from Horizons
1. "New Neighborhood, New Game" p. 8
2. "Granny Ed and the Lewisville Raiders" p. 146

In order to earn a "B", two (2) stories (one only from any of the books) may be read:

from Summits
same as the stories in the "C" section

from Horizons
same as the stories in the "C" section

from Sense
1. "The Nest" by Robert Zacks, p. 99
2. "Ta-na-e-ka" by Mary Whitebird, p. 80
3. "Thirteen" by William Dodge, p. 122

In order to earn an "A", one story from each of the following books should be read:

from Sense
same as the stories in the "B" section

from Failures
1. "The Long Way Around" by Jean McCord, p. 85
2. "Something for Nothing" by Robert Sheckley, p. 27

from Speculations
1. "But Who Can Replace a Man" by Brian Alsiss, p. 16
2. "Birthday Present" by Charles Fritch, p. 58

Project I. (REQUIRED FOR ALL) Write a paragraph comparing the character's experiences with your experiences. Choose only one of the following:

This project is due_____.

1. Which character had to prove he or she was someone worth knowing? How did he or she prove himself or herself? Have you had to do this? How?

2. Which character had to live down a mistake? How did the character cope with this problem? Have you had to live down a mistake? How did you cope with this problem?

3. Which character had to learn to see things in a different light? What kind of problem was involved? What did he or she learn? Have you had to look at something differently? What problems were involved? What did you learn from the experience?

4. Which character had to decide for himself or herself what others once decided for him? Do you feel he or she made the right decision? Why? Would you have made the same decision? Have you had to decide for yourself what others once decided for you? What decision did you make? Explain fully.

5. What character sometimes felt lonely or alone? Why or when? How did the character deal with this feeling? Have you sometimes felt lonely or alone as the character did? When and why? How did you deal with these feelings? Explain fully.

Project II. (REQUIRED IF TRYING TO EARN AN "A" OR A "B") Write a paragraph about a story using one of the points below. Use examples from the story.

1. What is the problem?
2. What type of person is involved in the problem?
3. How is the problem solved?
4. What did the character learn?
5. Could the problem have been dealt with in another way?
6. How did the character "grow up?"
7. How would you have dealt with the problem?
8. Did the main character seem real?

Project III. Using the discussion questions at the end of each story, answer each question in complete thoughts and sentences. If you are not specific, your grade will be lowered.

Project IV. Choose an author of one of the stories to write or talk about. You must compare the experience of the author's life with that of the character he or she creates or with one of your own experiences. This project will require some research.

Project V. Create a book cover for one of your stories. The cover should show something important from the story and not copy the pictures in the book. The cover must be drawn on unlined paper and done in color. This can be done in collage form if you cannot draw well. Remember to show the title and the author. On the inside of the cover, write one paragraph telling why you created the design or used the pictures you used.

Project VI. Draw and name a problem monster in color on unlined paper. This problem monster should personify the problem of the main character in the story. Write one paragraph telling why your monster looks as he/she does. How is he/she like the problem?

Project VII. (ONE OF THE FOLLOWING IS REQUIRED BY ALL) Choose one.

1. Create a collage which represents you. Use pictures or drawings. You should include your likes, dislikes, your dreams, your desires, or things from life around you. Group each aspect,and you will create a better collage if you use more than one medium.

2. Write a four to six (4 - 6) paragraph essay entitled "If Only I Could Be . . . " completing the phrase. State what you would like to be and why. You may write about what you would like to do for a profession or about a particular interest you would like to develop.

3. Keep a journal of your feelings. This project can be like a diary. Record your reactions to the events of the day. You may want to copy quotations or poems into your journal, or you may want to write your own. This journal should be written in every day from the day you receive these papers until the last day of the unit.

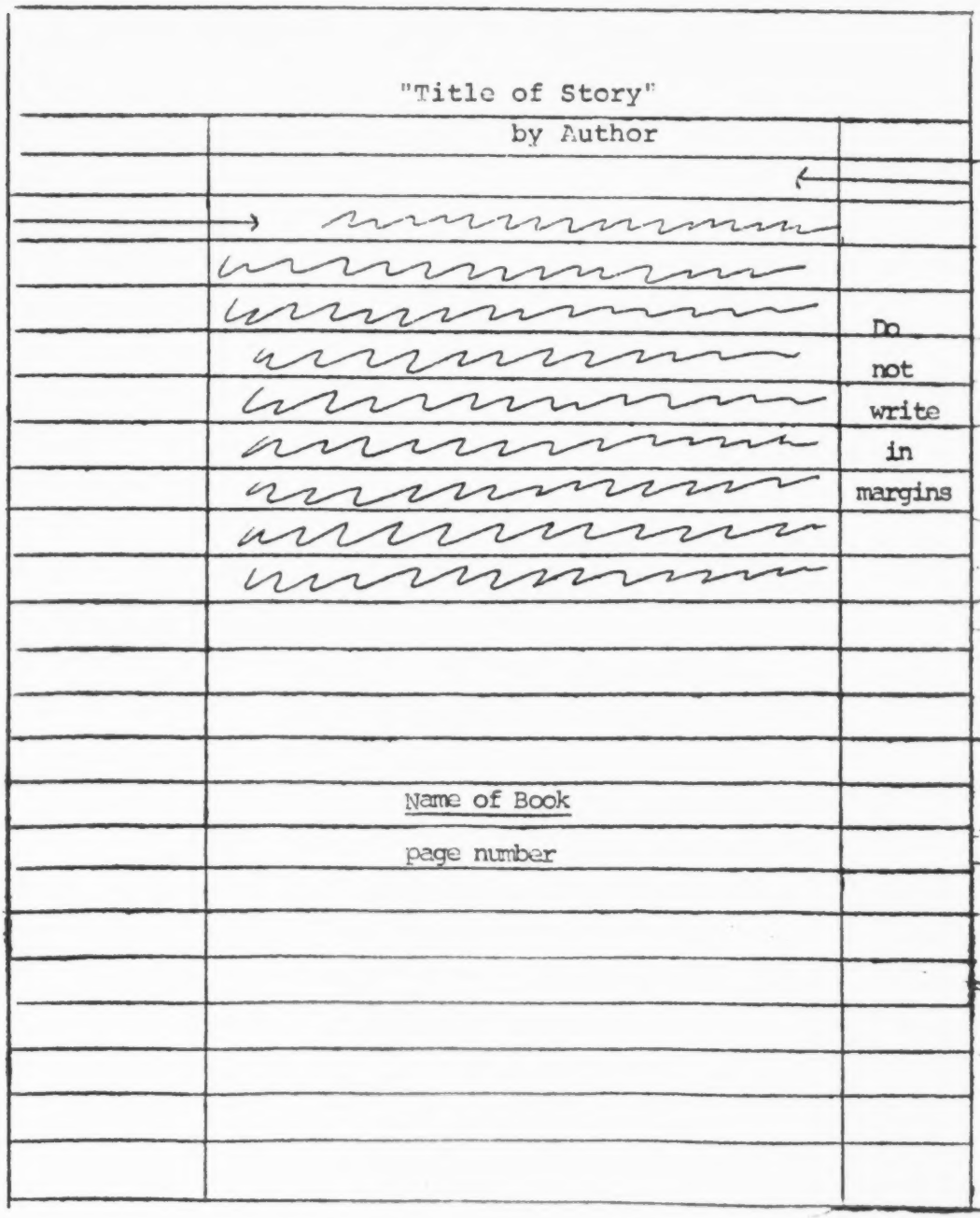
Project I. is due _____.

Projects II., III., IV., V., and VI. are due _____.

Project VII. is due _____.

Short story test will be on _____.

1. DUE IN INK
2. ONE PARAGRAPH ONLY
3. USE COMPLETE THOUGHTS, COMPLETE SENTENCES
4. SPELLING AND MECHANICS COUNT



Top - Mechanics: quotation marks, underlining of book, spelling, cap.; fragments, run-ons, indentation, margins, neatness, title and author, name of book & page number

1. DUE IN INK
2. ONE PARAGRAPH ONLY
3. USE COMPLETE THOUGHTS, COMPLETE SENTENCES
4. SPELLING AND MECHANICS COUNT

"Title of Story"

by Author

SKIP ONE LINE

INDENT →

Do not write in margins

Name of Book

page number

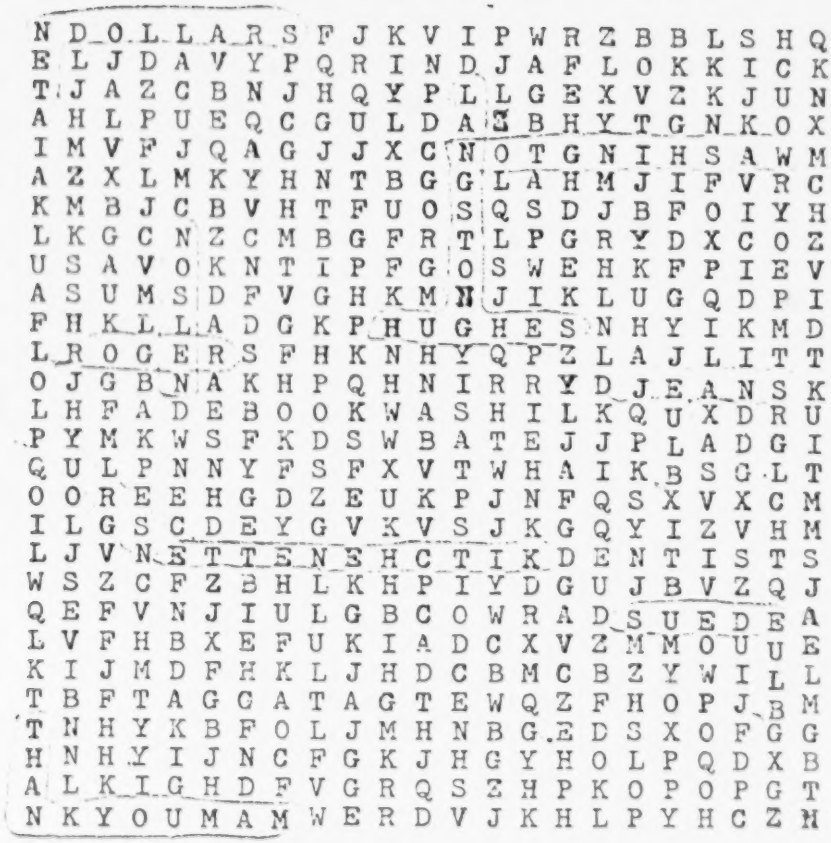
Bottom - Form/Content

- topic sentence
- details - appropriate, specific
- limited
- concluding sentence

following directions: answer in question appropriately

5

Word Find: Thankyou Màm

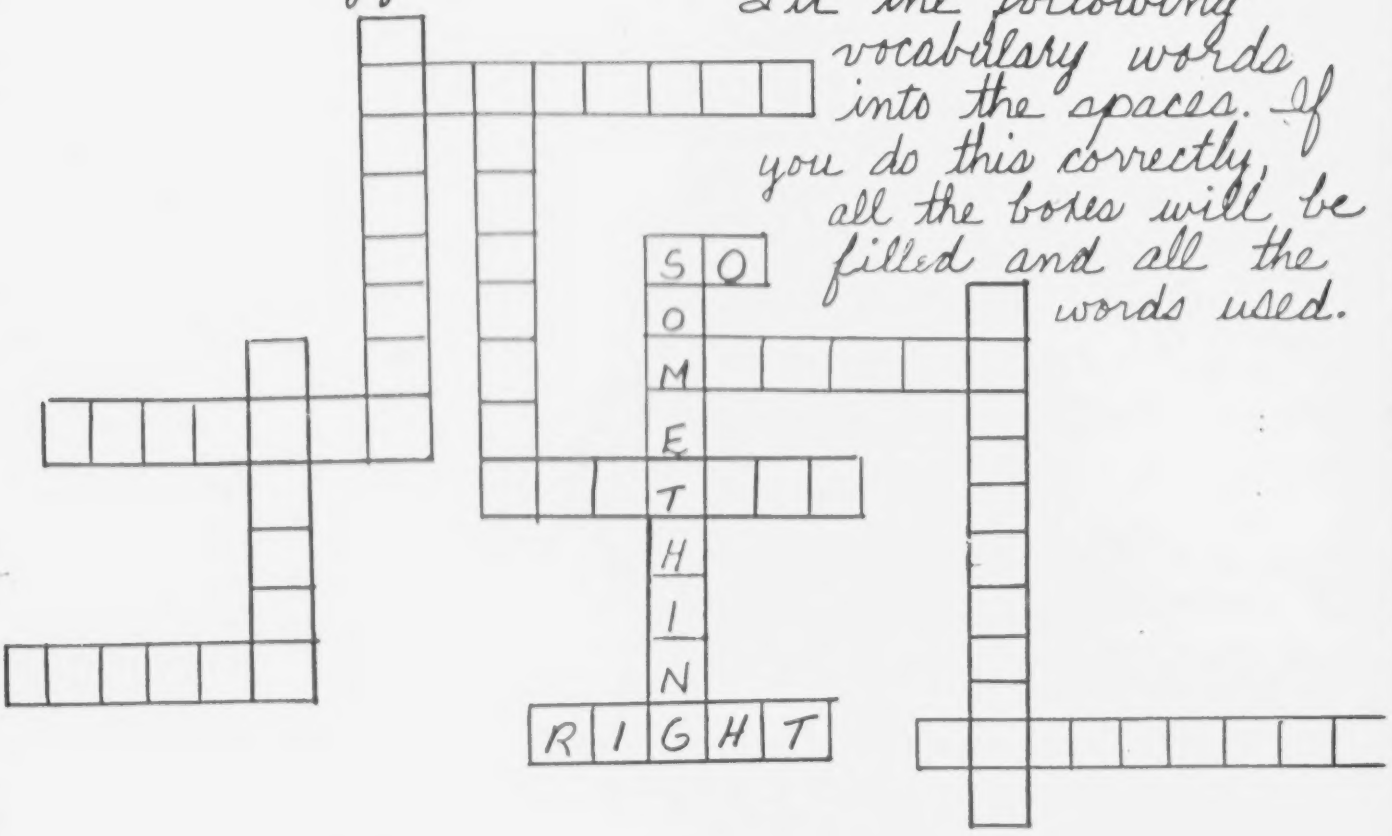


N D O L L A R S F J K V I P W R Z B B L S H Q
E L J D A V Y P Q R I N D J A F L O K K I C K
T J A Z C B N J H Q Y P L L G E X V Z K J U N
A H L P U E Q C G U L D A E B H Y T G N K O X
I M V F J Q A G J J X C N O T G N I H S A W M
A Z X L M K Y H N T B G G L A H M J I F V R C
K M B J C B V H T F U O S Q S D J B F O I Y H
L K G C N Z C M B G F R T L P G R Y D X C O Z
U S A V O K N T I P F G O S W E H K F P I E V
A S U M S D F V G H K M N J I K L U G Q D P I
F H K L L A D G K P H U G H E S N H Y I K M D
L R O G E R S F H K N H Y Q P Z L A J L I T T
O J G B N A K H P Q H N I R R Y D J E A N S K
L H F A D E B O O K W A S H I L K Q U X D R U
P Y M K W S F K D S W B A T E J J P L A D G I
Q U L P N N Y F S F X V T W H A I K B S G L T
O O R E E H G D Z E U K P J N F Q S X V X C M
I L G S C D E Y G V K V S J K G Q Y I Z V H M
L J V N E T T E N E H C T I K D E N T I S T S
W S Z C F Z B H L K H P I Y D G U J B V Z Q J
Q E F V N J I U L G B C O W R A D S U E D E A
L V F H B X E F U K I A D C X V Z M M O U U E
K I J M D F H K L J H D C B M C B Z Y W I L L
T B F T A G C A T A G T E W Q Z F H O P J B M
T N H Y K B F O L J M H N B G E D S X O F G G
H N H Y I J N C F G K J H G Y H O L P Q D X B
A L K I G H D F V G R Q S Z H P K O P O P G T
N K Y O U M A M W E R D V J K H L P Y H C Z M

Kitchenette
thank you Mam
purse
blue suede
Roger
Ten dollars
Langston Hughes
blue jeans
nelson
Washington

Skeleton Puzzle

Fit the following vocabulary words into the spaces. If you do this correctly, all the boxes will be filled and all the words used.



Define and give the part of speech for the following words:

1. ordinary
2. museum
3. betray
4. solution
5. volunteer
6. routine
7. salary
8. disaster
9. bargain
10. imagination

RAY BRADBURY:

MASTER OF SCIENCE FICTION & FANTASY

Photo by Helen Mitgdouch

LAST YEAR, AT AGE 62, RAY BRADBURY FLEW IN AN airplane for the first time. He doesn't know how to drive a car. Yet for over 40 years, he has written stories about outer space and the world of the future.

Bradbury isn't against modern technology. But he does want people to think about how they use it. He is a thoughtful writer, and he wants his readers to become thoughtful, too.

Bradbury writes two basic types of stories. His *science fiction* stories are set in the future, often in outer space. His *fantasy* stories are set on Earth, in the present or the past. In both kinds of stories, incredible things happen. But Bradbury's aim is not to surprise or terrify us. He is more interested in how human beings react to unexpected events.

When he writes a story, Bradbury starts with "a character who wants something with all his heart." He uses his knowledge of human nature to see what the character would do. The plot grows from there.

The two plays in this issue are based on Bradbury stories. In "All Summer in a Day," a girl on a rainy planet longs to see the sun shine. In "A Piece of Wood," a frustrated soldier longs for world peace. The stories grow out of these desires.

Some other Ray Bradbury stories you might enjoy can be found in these books: *The Martian Chronicles*, *The Illustrated Man*, *The Golden Apples of the Sun*, and *Dandelion Wine*. His novel *Fahrenheit 451* was made into a movie. And another novel of his, *Something Wicked This Way Comes*, is being filmed right now.

Whether his stories are set in the past or the future, on Earth or in space, they are about real people. This helps us to put ourselves in their places. We can think about what we'd do if such strange things happened to us. That's just what Ray Bradbury wants us to do.

"All Summer in a Day" by Ray Bradbury

O	A	Z	S	A	V	O	R	E	D	Q	K	M	P	N	K	G	E
L	H	D	C	N	A	L	G	C	C	U	W	Q	L	K	F	B	V
J	F	C	X	A	Z	K	R	O	O	R	W	E	S	G	H	I	M
C	O	N	C	U	S	S	I	O	N	L	G	D	A	H	T	Y	R
O	P	T	Q	U	F	X	Z	M	S	L	H	F	W	A	U	E	O
M	L	V	X	M	S	U	R	G	E	D	I	W	L	A	D	F	G
P	S	A	V	A	G	E	L	Y	Q	W	V	B	Z	S	R	T	K
O	L	B	D	S	K	T	U	M	U	L	T	U	O	U	S	L	Y
U	P	L	G	D	E	V	M	R	E	S	I	L	I	E	N	T	K
N	X	A	Q	S	O	L	E	M	N	L	N	V	Z	A	Y	U	O
D	L	H	D	A	C	N	B	M	C	E	D	C	H	Z	A	K	J
E	P	Q	S	H	F	S	L	K	E	M	H	T	F	S	A	J	K
D	L	H	D	A	M	B	C	M	O	T	W	Q	J	Y	H	B	N

1. Mr. Ezard kicked him off The Team as a _____ of cheating.
2. The Cardinal fans _____ on to the field.
3. When Mr. Sample fell down at the skating party, the _____ was heard across town.
4. Mrs. Schutz looked _____ as she recited the pledg
5. After activity period, the class poured _____ out of the door.
6. The soles of Mrs. McDaniel's shoes are _____
7. My troubles _____ when Mr. Myers walked into the room and caught me taking the book.
8. Mrs. Nicolet _____ the taste of the soup.
9. Miss Tarter _____ attacked the volleyball.
10. Mrs. Galvez thinks English is of _____ importanc

_____ _____ _____ _____ _____

1. compounded
2. concussion
3. vital
4. tumultuously
5. resilient
6. savored
7. consequence
8. savagely
9. solemn
10. surged

Write the letter for the correct definition in the blank space provided.

..... compound	A. payment for regular work
..... imagination	B. ability to plan; ingenuity
..... museum	C. an explanation or answer
..... navy	D. sudden misfortune
..... award	E. reward or object
..... bargain	F. beautiful, very ornate
..... solution	G. a collection of historical objects
..... tumultuous	H. usual, normal
..... adored	I. to reward, fall
(..... ordinary	J. to like and be warm
..... solemn	K. a location with wind
..... discover	L. to be disloyal, deceive
..... betray	M. very noisy and violent
..... resilient	N. able to adapt, flexible
..... volunteer	O. a sudden violent storm
..... coward	P. a metal armor worn in combat
..... salary	Q. a building to display art
..... courtly	R. to find, to locate
..... routine	S. very strong, brave
..... treasure	T. to love deeply, adore
(	

COULD THIS BE YOUR COAT OF ARMS?

A coat of arms is an emblem that shows what the owner stands for, what he or she thinks is important. Usually it comes in the shape of a shield divided into sections, like the one at right. Each section contains one or more symbols of things the owner has already accomplished or intends to strive for. On a ribbon below the shield is the owner's motto.

In the days when kings and queens ruled all the countries of Europe, every royal family had its coat of arms and so did all the dukes, counts, barons, and other members of the nobility. But don't think that, just because we have no aristocracy in the United States, we have no coat of arms. Your state has one; your town or city may have one; the federal government has one, although, like some of the others, it's in the shape of a seal instead of a shield. And--you can have one if you want it.

To design your personal coat of arms, use the one on this page. Then fill in symbols that stand for your answers to these questions:

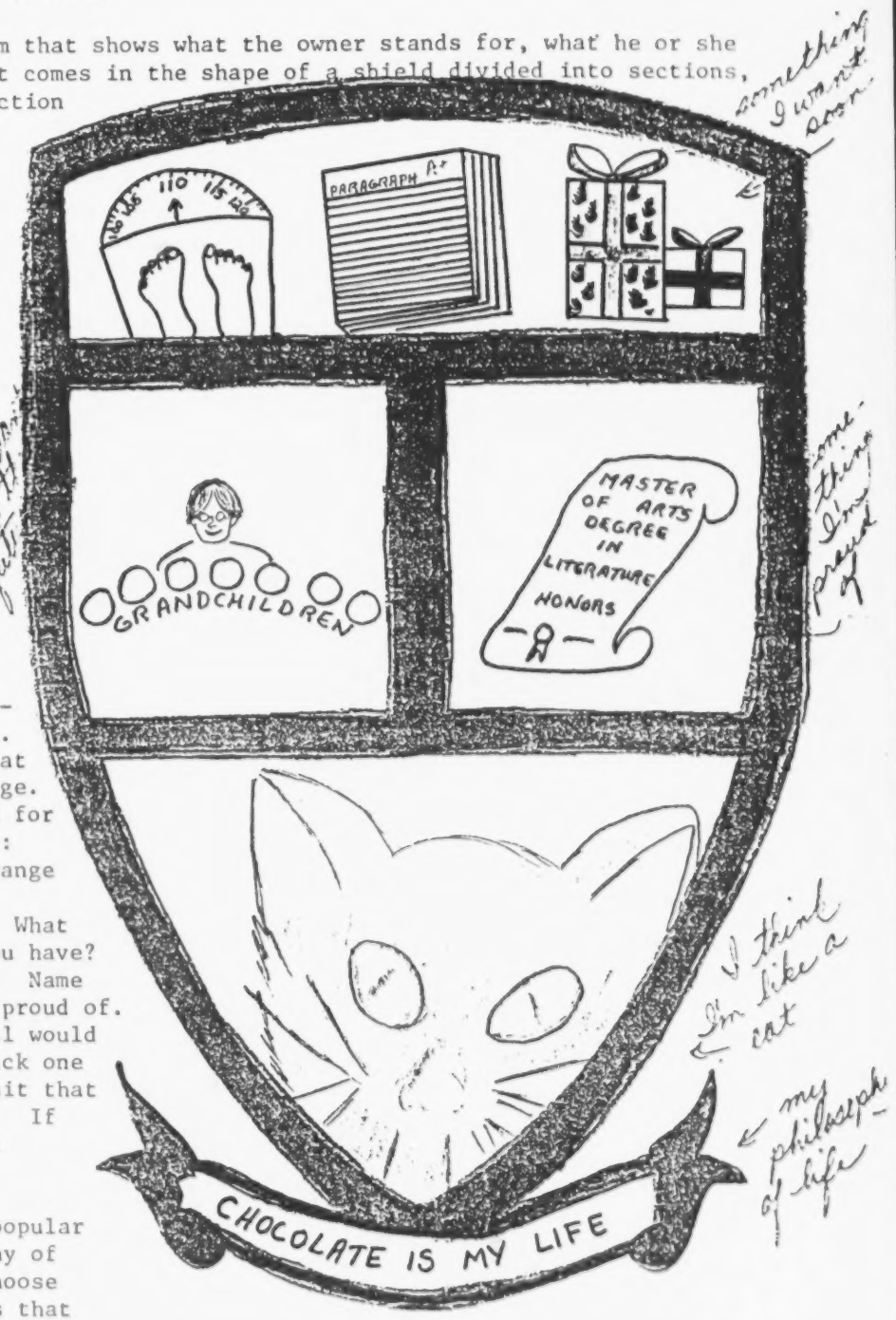
Top Section: What short-range goals do you have?

Left-hand middle section: What important long-range goal do you have?

Right-hand middle section: Name one accomplishment that you're proud of.

Bottom section: What animal would you choose for your mascot? Pick one that represents a character trait that you have or would like to have. If you prefer, you can use a plant instead of an animal in this section.

Ribbon: What proverb or popular saying expresses your philosophy of life? You'll find plenty to choose from in the books of quotations that your school librarian can show you. Or, you can make up your own.



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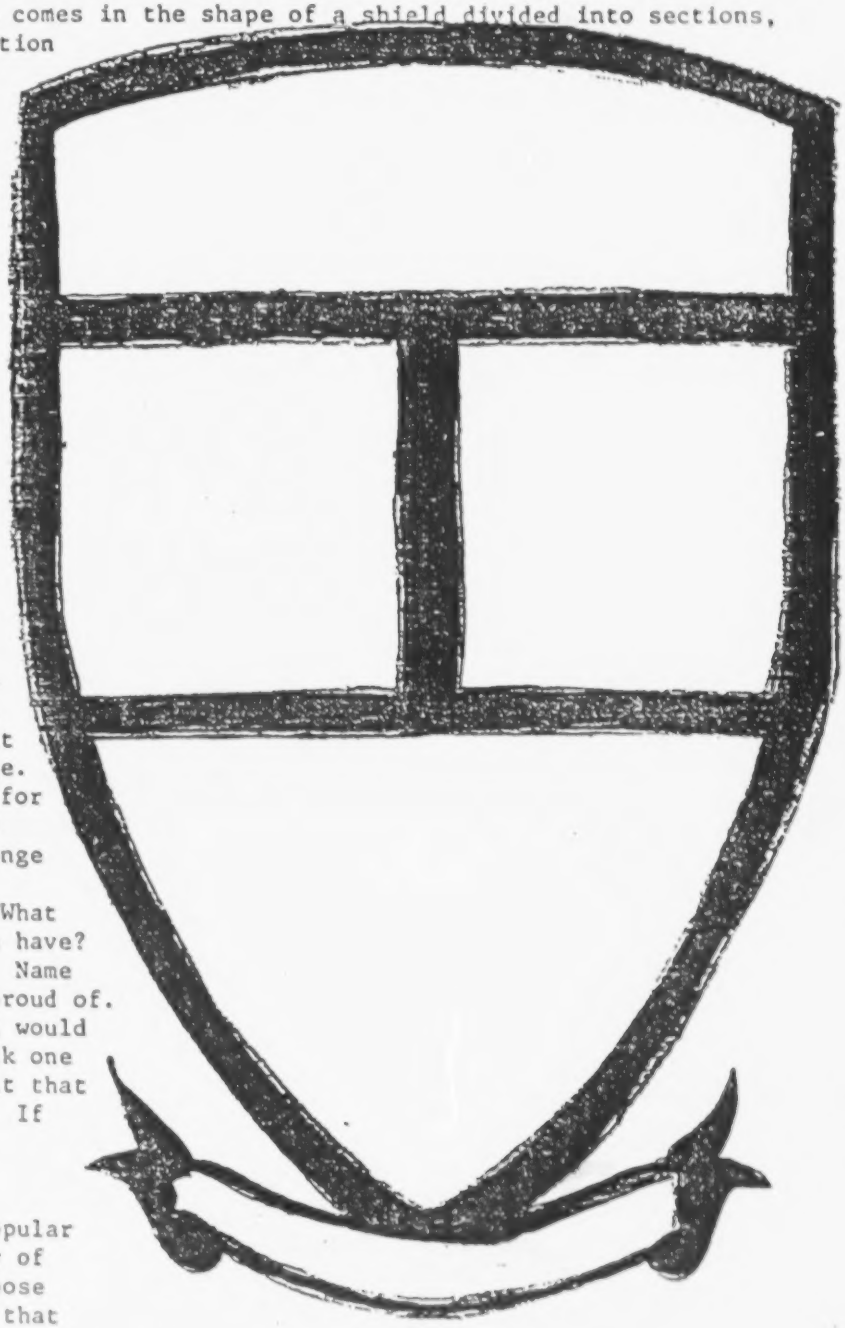

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"ME" UNIT TEST

I. "Thank You, M'am"
Mark the following statements true or false--write the word out, don't put just a T or an F.

_____1. The first paragraph of "Thank You, M'am" gives very little information to the reader.

_____2. The boy, Roger snatched the woman's purse because he was hungry and wanted to buy food.

_____3. Mrs. Jones understood Roger because she had wanted things she could not get when she was young.

_____4. Mrs. Jones asked Roger many prying questions about his folks and where he lived.

_____5. Even after Roger attempted to take her purse, Mrs. Jones gave him the money to buy the blue suede shoes he wanted.

II. "All Summer in a Day"
Put the letter of the word or phrase that <u>best</u> completes the sentence in the blank.

_____1. The children are on the planet (a) Mars, (b) Saturn, (c) Venus, or (d) Jupiter.

_____2. The sun only shines once every (a) seven years, (b) year, (c) twelve years, or (d) seven months.

_____3. Margot had come from Earth (a) a few weeks before, (b) five years before, or (d) seven years before.

_____4. Margot was so different because (a) her skin color was darker, (b) she had three eyes, (c) she had seen the sun and they hadn't, or (d) she didn't come from Earth.

_____5. When the sun finally shines (a)the children are afraid of it, (b) Margot sings, (c) the children run into the jungle, or (d) they go swimming.

III. "Something So Right"

Write a paragraph answering the following question in complete thoughts, complete sentences, using details to support your opinion.

In your estimation, is Jeanne too lenient or too strict as a parent? Give examples from the drama to illustrate or prove your opinion.

IV. Identification

Place the letter of the appropriate story in the blank preceding the term.

_____ eleven o'clock at night on a city street

_____ Big Brother

_____ Shelley List and Jonathan Estrin

_____ a locked closet

_____ vaudeville comedian

_____ Ray Bradbury

_____ a night club

_____ Langston Hughes

A. "All Summer in a Day"

B. "Something So Right"

C. "Thank You, M'am"

STUDENT EVALUATION

You may write your name in the upper right hand corner of this sheet only if you want to - - it is not required. Please answer the following questions as honestly as you can. Your answers will not affect your grade in any way, but they will enable me to improve or change this unit. If there were parts that none of you enjoyed or that you didn't learn anything from, I will consider not using them next year. If there were parts that you particularly enjoyed or learned a great deal from, I would like to know this also so that I may be sure to include them next year.

1. Do you think it matters if a reader knows something about the author of a story? Please explain.

2. What did the 3 stories that we read together in class have in common?

3. List two stories from the reading list that you liked the best and briefly tell me why.

4. List two stories from the reading list that you liked the least and briefly tell me why.

5. If you did the collage, did you enjoy doing it?

6. Did you enjoy doing the coat of arms?

7. What did you enjoy the most in Something So Right?

8. Why do you think I taught this unit?

"SWING TEAM 'ME' UNIT"

Adapted by

Mrs. Mary Taft

"ME" UNIT 1986

MON. 11/3	TUES. 11/4	WED. 11/5	THURS. 11/6	FRI. 11/7
"Me" words	required paragraph work time.			
	work day			
	Something about me			
MON. 12/1 S.S.R. Discussion "How Stalkbrehead, Hat" "Game" Booklet page 9	Tues. 12/2 Inferences questions Booklet page 10 work time	WED. 12/3 Questions about Christmas 2 questions	THURS. 12/4 work time	
MON. 12/8 "All Summer in a Day" work time	Tues. 12/9 "All Summer in a Day" Work time.	WED. 12/10 Booklet pages 14 work time	THURS. 12/11 work day	
MON. 12/15 Stories movie.	Tues. 12/16 test over stories and movie			

Sp. words — Vocab – look up and write out

from "Thank You, Ma'm"

weight frail snatch kitchenette suede

"Thank You, Ma'm" required paragraph -
Mrs. Jones sent Roger on his way with a stern warning to behave himself. What do you predict about his behavior in the future? Give reasons for your prediction.

"The Eye Catcher" paragraph
Do you think Genevieve felt differently about herself by the end of the story? Why or why not?

"Something So Right"

Sp. words

ordinary betray solution volunteer salary

Sp. words "All Summer In a Day"

scientists temperature jealous storage forgiveness

"Growing Up With Grandma"

① Why was it difficult for David to live with his grandmother?
② What adjustments did Grandmother have to make when David arrived?
③ After reading about Grandmother's birthday gift to David and knowing how orderly she was, you could draw what conclusion about her feelings toward the boy?
④ What, do you think, did the author mean when he said that Grandmother never had the pleasure of being a grandparent?

THIS IS A ROCK ABOUT ME:

I am happy when _____

I get angry when _____

I feel safe when _____

I get excited when _____

I am ashamed when _____

I am lonely when _____

I feel sorry for _____

I am thankful for _____

I hope that _____

I am good at _____

I am not very good at _____

I am proud of _____

I like to _____

I wish I had _____

FAVORITE THINGS

T.V. SHOWS
1.
2.
3.

MOVIES
1.
2.
3.

THINGS TO DO
1.
2.
3.

PLACES TO GO
1.
2.
3.

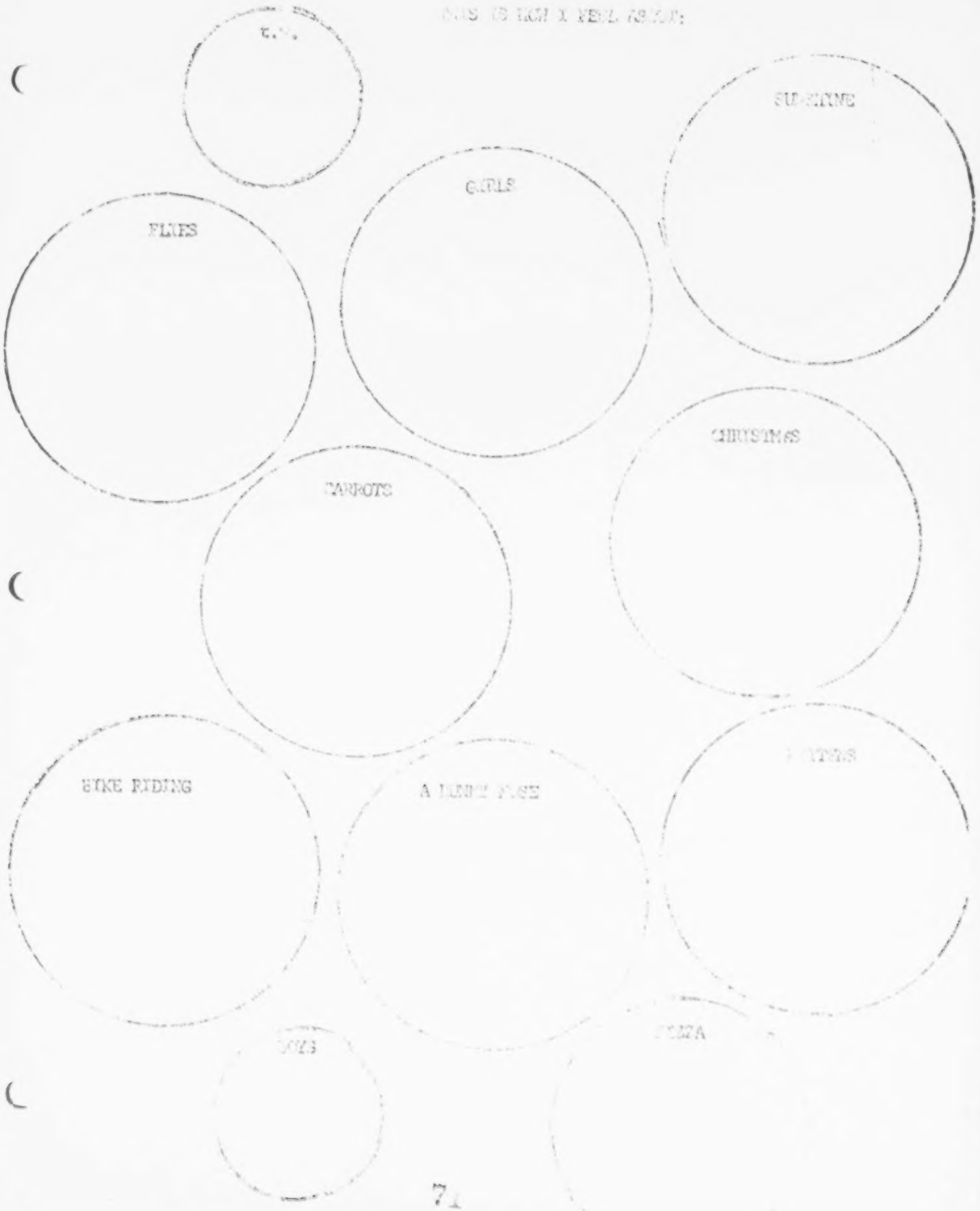
ANIMALS
1.
2.
3.

BOOKS I'VE READ
1.
2.
3.

MUSIC GROUPS
1.
2.
3.

PEOPLE
1.
2.
3.

MOVIES WITH MEEN
1.
2.
3.


FLIES
GIRLS
SUNSHINE
CHRISTMAS
CARROTS
BIKE RIDING

Find pictures (or draw them) and words in magazines. Cut them out and glue them on this page. The pictures and words should answer this question. . . . . .

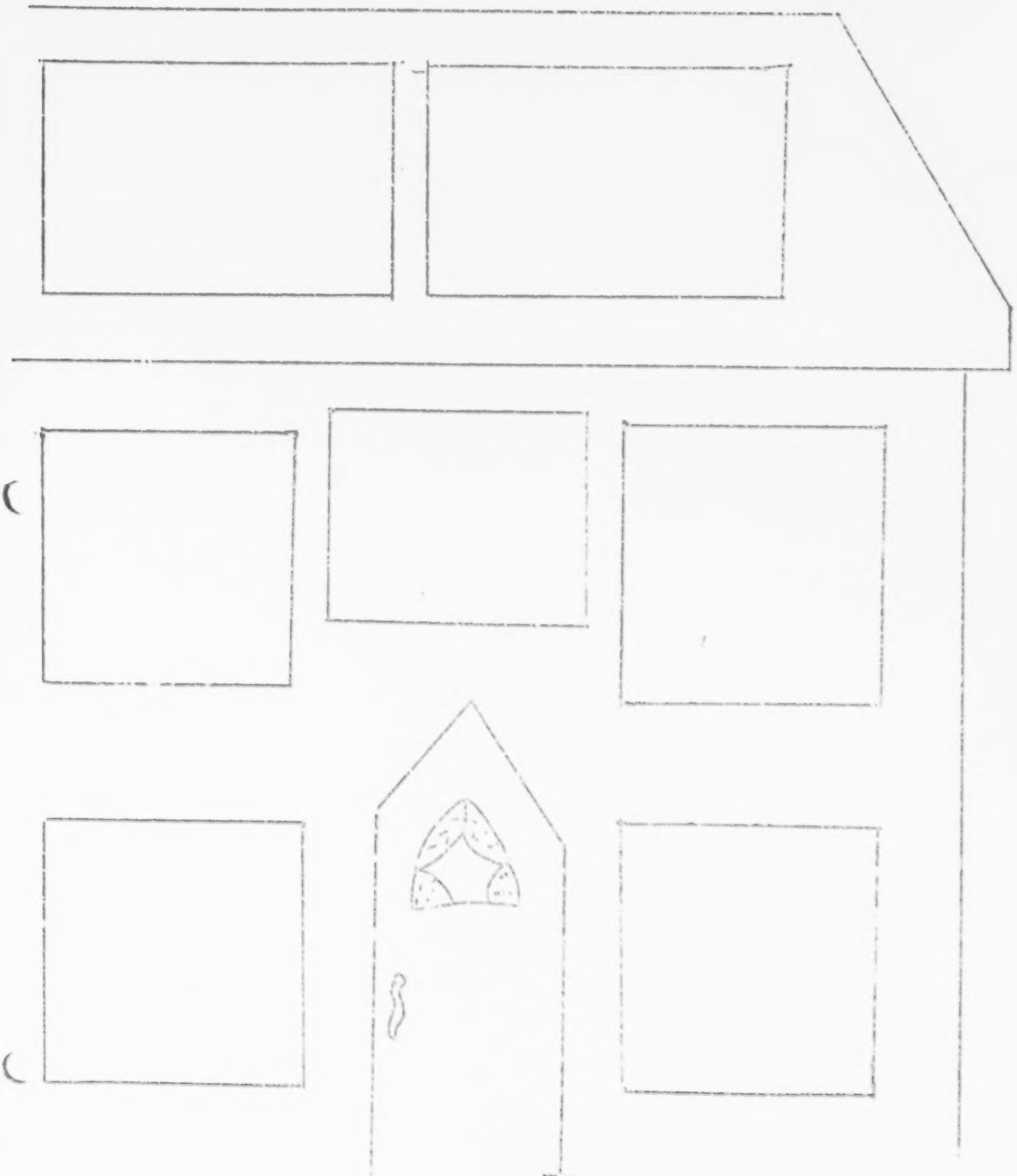
HOW DO OTHERS SEE ME?

THESE ARE THINGS THAT REALLY "BUG" ME...

Fig. 5

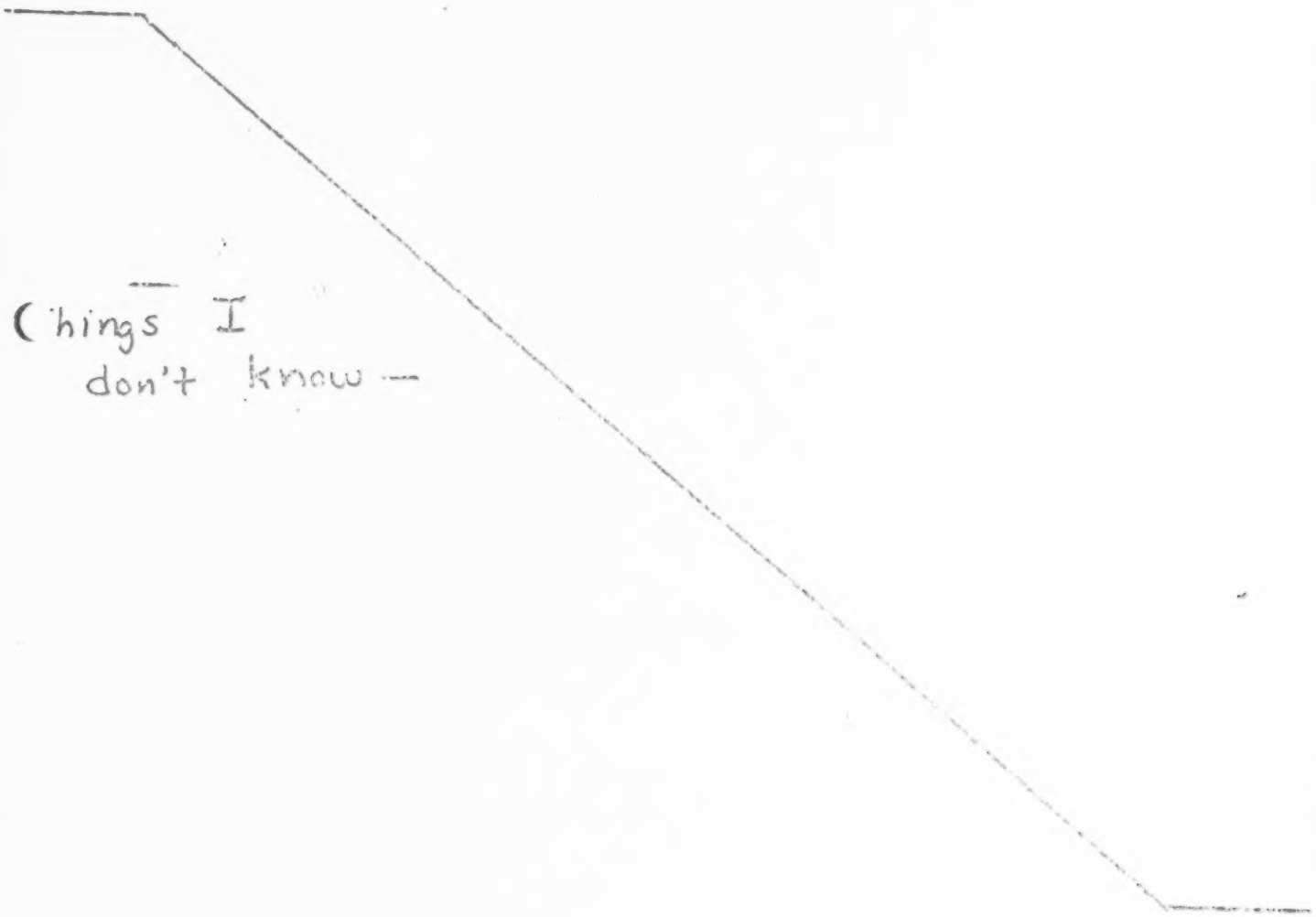
Feeling Good!

Draw a picture in the windows of other people in your house. Put their names under their pictures.. Include yourself.



Words that
don't tell
about me....

Things I know —



Things I don't know —

If I Could Do Anything I Wanted Every Day For A Week, This Is What I Would Do . . . .

MONDAY	TUESDAY
WEDNESDAY	THURSDAY
FRIDAY	SATURDAY
SUNDAY	MY BIRTHDAY

I really believe . . . .

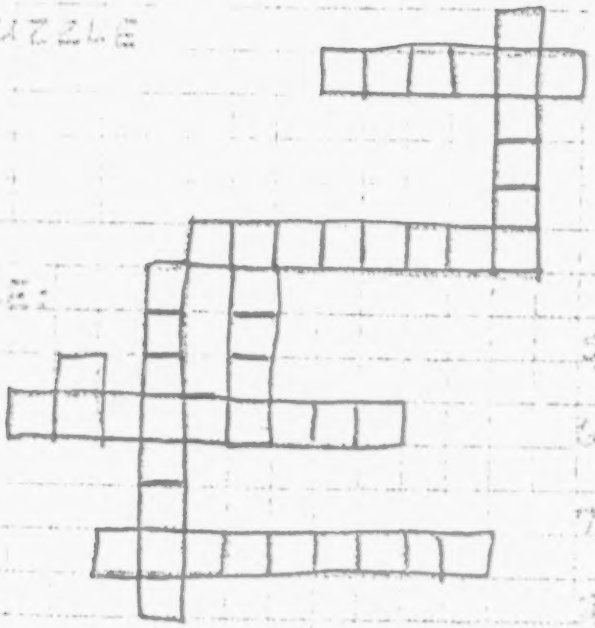
I'm not sure about . . . .

I do not believe . . . .

SOME OF
my "BRIGHT"
IDEAS —

Write a short story about what you think would be exciting or fun to do with your life someday . . . .

WORK THIS PUZZLE
IN PENCIL.



THE FOLLOWING
WORDS FIT
IN THE PUZZLE:

1) ORDINARY
2) ARRAY
3) SOLUTION
4) VARIABLES
5) SUNDAY
6) SOMETHING
7) SO
8) RIGHT

"New Neighborhood, New Name"

Making Inferences

In the blank before each numbered item below, write the letter of the ending that makes a correct inference about a character in "New Neighborhood, New Name."

When you make an inference, you decide a statement is true because of other information you have been given.

_____ 1. Francis described the young people on the stoop as a cool-looking group. From this you could infer that
a. he thought they were cold and unfriendly.
b. he wasn't interested in meeting them.
c. he thought they looked strange.
d. he would like to get to know them.

_____ 2. From the fact that Francis claimed he was able to stuff a basketball, you could infer that
a. he didn't care what the group thought of him.
b. he wanted a chance to prove he could do it.
c. he was trying to impress the group.
d. he was in the habit of pretending.

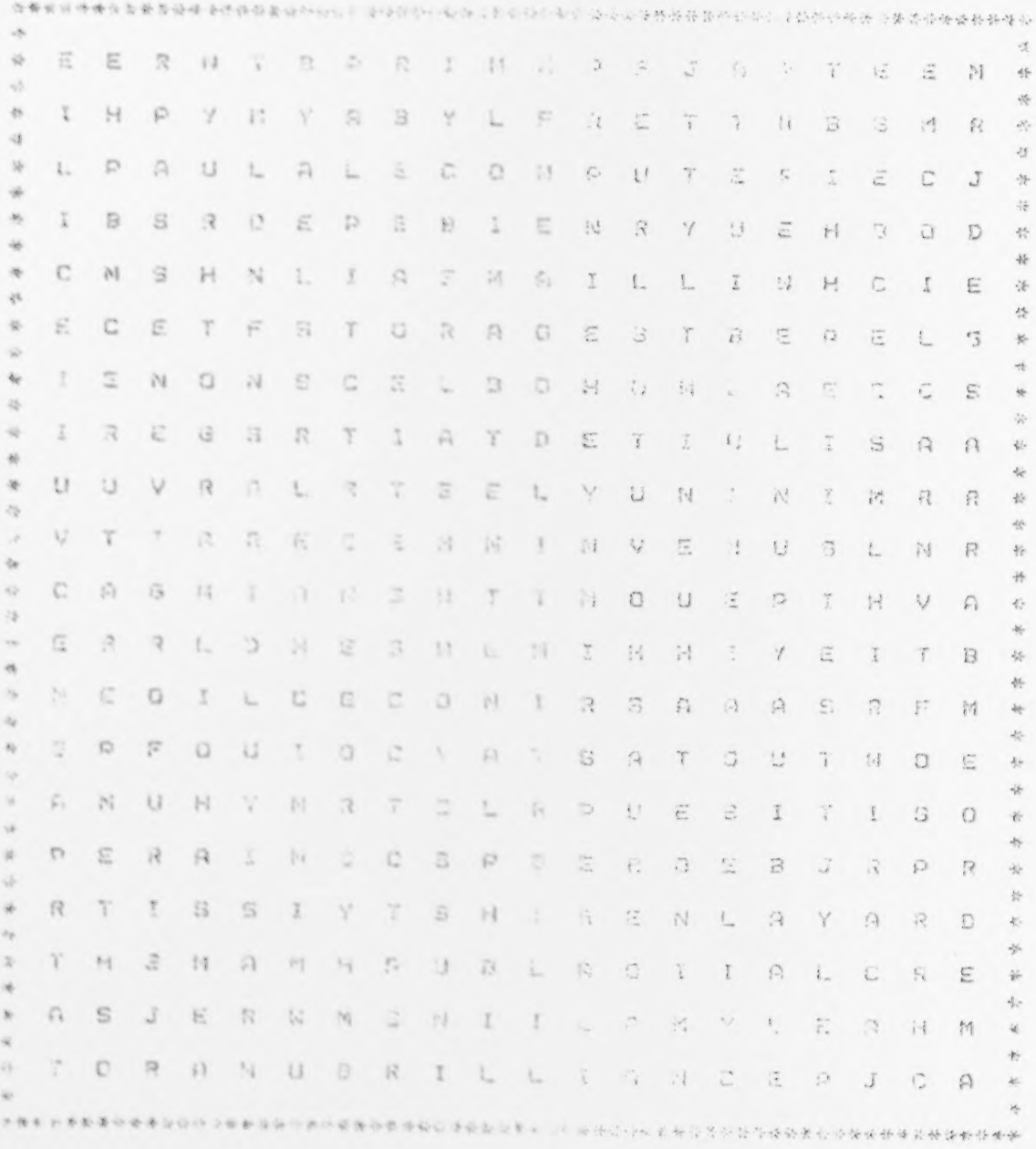
_____ 3. When Gloria went to get a basketball, Francis's mouth became dry. From this you could infer that
a. he knew they would find out he couldn't stuff a basketball.
b. he was feeling confident and sure of himself.
c. he was sick.
d. he was very hot and thirsty.

_____ 4. When Francis couldn't even come close to stuffing the basketball, Sam laughed, rolled on the ground, and kicked his feet in the air. From his behavior, you could infer that
a. he was angry with Francis.
b. he was a better basketball player than Francis.
c. he thought it funny that Francis couldn't do what he claimed.
d. he was having some kind of fit.

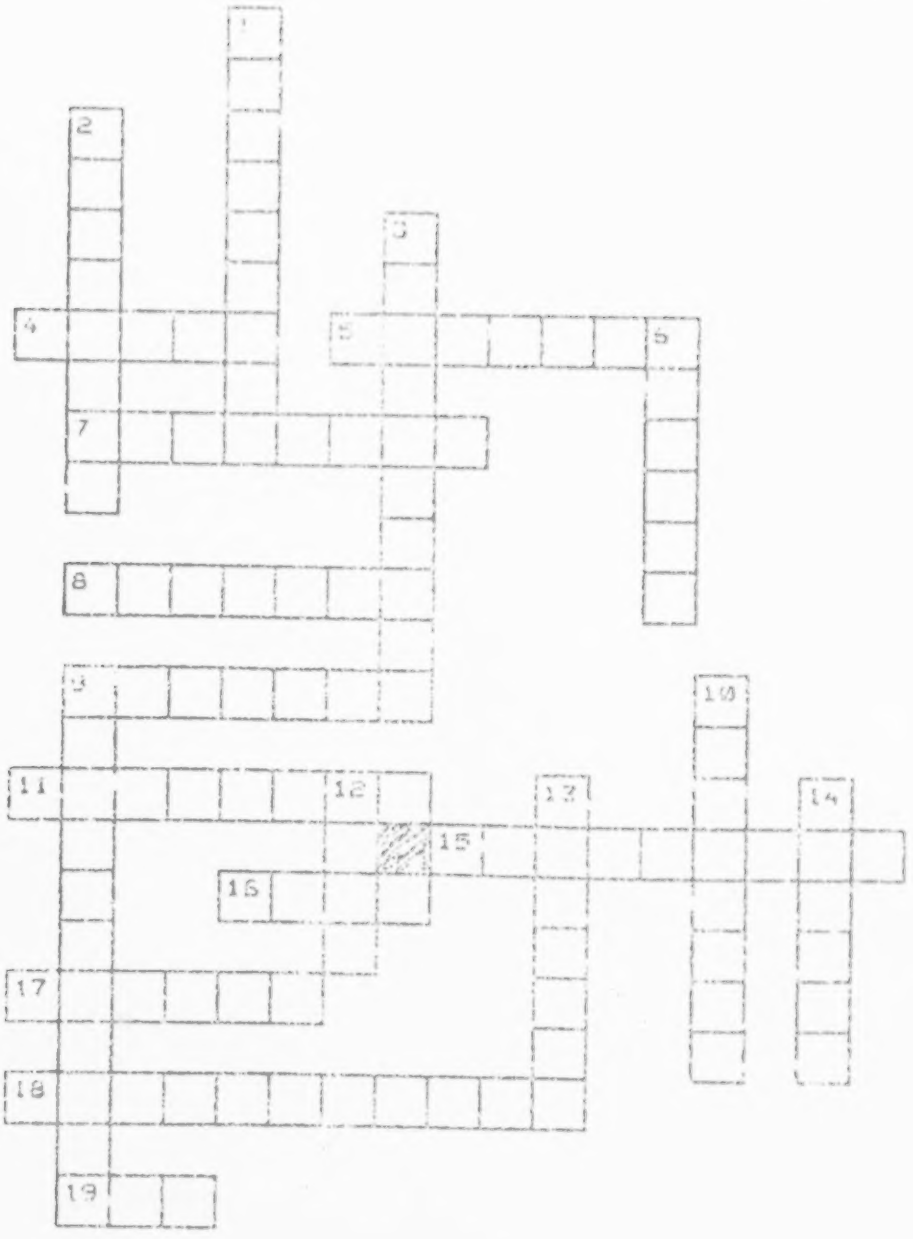
_____ 5. Clyde defended Francis when Sax picked on him. This leads you to infer that

a. Clyde didn't like Sam.
b. Clyde was trying to impress Gloria.
c. Clyde was a kind and fair person.
d. Clyde was a happy, carefree person.

HYDROGEN
FORGIVENESS
MARGOT
LISA
SUN
HELIUM
TEMPERATURE
JULIAN
VENUS
BUTTERFLY
BRILLIANCE
SCIENTISTS
PAULA
RAIN
PLANET
JEALOUS
STORAGE
MICHAEL
EMBARRASSED
COMPUTER



ALL SUMMER IN A DAY



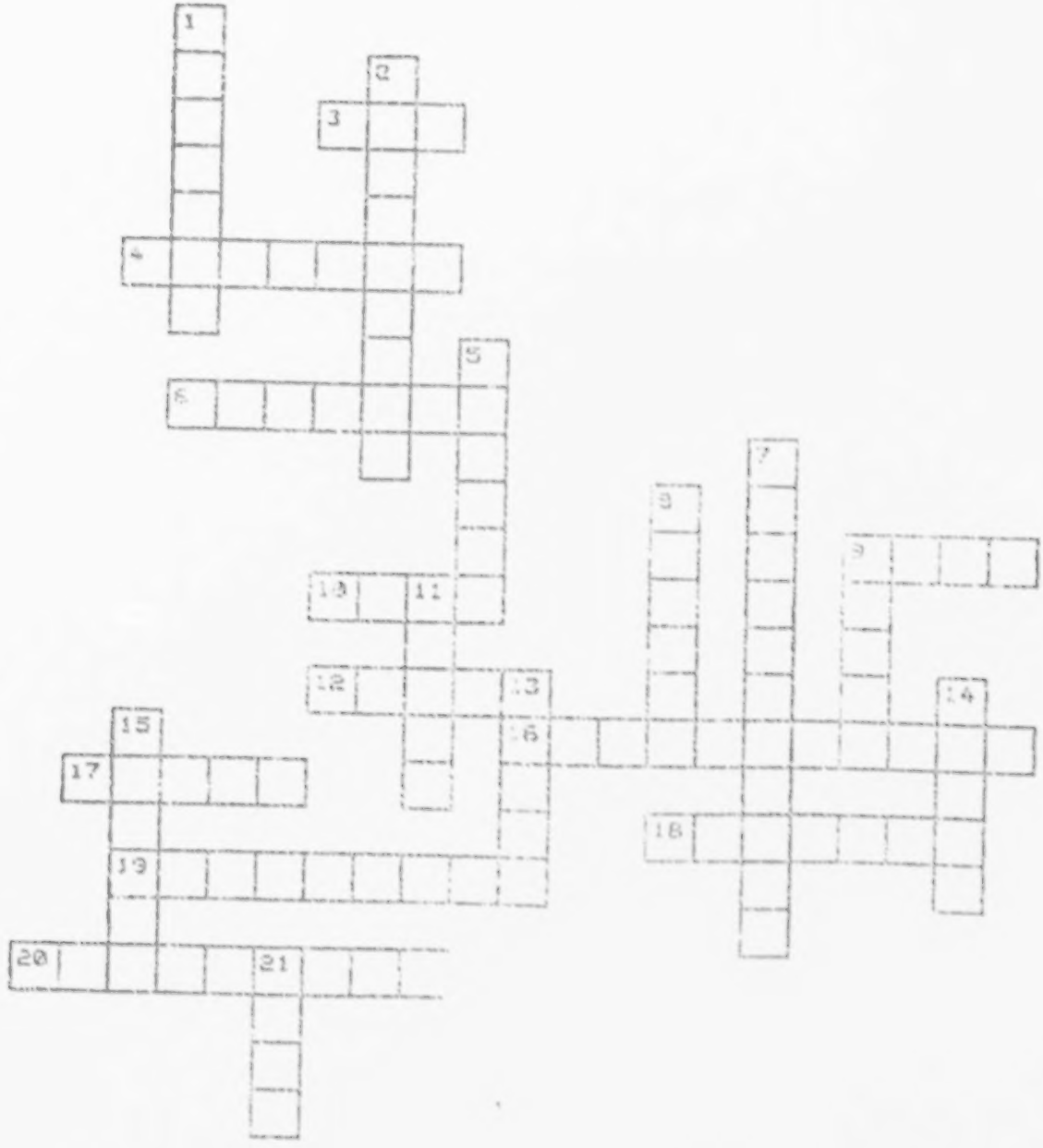
ACROSS

4. WHERE MARGOT USED TO LIVE
5. BOY WHO WAS JEALOUS OF MARGOT
7. WHAT MARGOT DID VERY WELL
8. HOW WILLIAM FELT TOWARDS MARGOT
9. PLANTS THAT GROW WITH SUN
11. PLAY BASED ON HIS SHORT STORY
15. A TREASURE FROM EARTH
16. STATE MARGOT USED TO LIVE IN
17. A GAS THAT MAKES UP THE SUN
18. HOW HOT OR COLD IT IS
19. WHAT WAS SUPPOSED TO HAPPEN AT 12:15

DOWN

1. THE STUDENT'S TEACHER
2. THEY TRIED TO REPLACE THE SUN
3. PEOPLE WHO PREDICTED SUNSHINE
6. GIRL WHO HAD SEEN THE SUN
9. ACT OF MARGOT WHEN SHE ACCEPTED FLOWERS
10. GAS TO MAKE UP THE SUN
12. WHAT HAPPENED FOR NINE YEARS IN A ROW
13. ROOM MARGOT WAS LOCKED IN
14. GENERAL NAME FOR EARTH

ME UNIT



ACROSS

3. NEW NEIGHBORHOOD, NEW NAME
4. ALL SUMMER IN A DAY
6. ALL SUMMER IN A DAY
9. SOMETHING SO RIGHT
10. ALL SUMMER IN A DAY
12. ALL SUMMER IN A DAY
16. THE EYE CATCHER
17. GROWING UP WITH GRANDMA
18. ONLY THE GUILTY RUN
19. THE EYE CATCHER
20. ONLY THE GUILTY RUN

DOWN

1. NEW NEIGHBORHOOD, NEW NAME
2. ALL SUMMER IN A DAY
5. NEW NEIGHBORHOOD, NEW NAME
7. THE EYE CATCHER
8. SOMETHING SO RIGHT
9. THANK YOU M'AM
11. NEW NEIGHBORHOOD, NEW NAME
13. SOMETHING SO RIGHT
14. THANK YOU M'AM
15. ALL SUMMER IN A DAY
21. SOMETHING SO RIGHT

Sam
Mike
Lisa
Joey
David
Sturt
Jones
Arnie
Paula
Roger
Margot
Gloria
Jeanne
Charlie
Francis
Michael
William
Callaghan
Genevieve
Lattimore
Barchard
ReneeWeston

1985—1986 test-

TEST Stories and video - "Me" Unit

Matching - You will use the letters more than once.

Characters:

___ 1. William
___ 2. Jeannie
___ 3. Mrs. Jones
___ 4. Bert
___ 5. Arnie
___ 6. Genevieve
___ 7. Margot
___ 8. Joey
___ 9. Roger
___ 10. Mike

A. "Thank You, Ma'm"
B. "The Eye catcher"
C. "Something So Right"
D. "All Summer in a Day"

Problems:

___ 1. A boy wanted something he didn't have money for.
___ 2. A girl wanted to see the sun very badly.
___ 3. A mother was jealous of her son's "big brother."
___ 4. A girl was very shy and had no confidence.
___ 5. A boy felt betrayed because his mother and "big brother" fell in love.
___ 6. A boy thought his father was perfect.
___ 7. A boy was very jealous of a girl because she had lived on earth and had seen the sun.

Solutions: Choose any 2 of the following to answer. Use complete sentences.

① How did Mrs. Jones show Roger she trusted him? How did that affect Roger (make him feel)?

② How did Geneviève become less shy – what did she learn about herself?

③ How did Margot show William she forgave him?

④ How did the problem with Joey feeling betrayed get solved?

Choose any 2 of the following to answer in brief paragraphs. Be sure your topic sentence lets the reader know what the paragraph will be about.

① In "all Summer in a Day," what were some things you noticed that were different about their school?

② What kind of man was Arnie? Tell me about him.

③ Tell about the different things Mrs. Jones did for Roger. Do not include - she trusted him.

④ Tell me what happened when Geneviève went into the drugstore where Bert was.

1986-1987
Test

TEST Stories and Units - "Me" Unit

Part one:

____ 1. Bert Howland	A. "Thank You, Ma'am"	
____ 2. Jeanne	B. "The Eyeteacher"	
____ 3. Charlie	C. "Something So Right"	
____ 4. Dario	D. "Growing Up with Grandma"	
____ 5. Rego	E. "Your Nickname, Your Name"	
____ 6. Mrs. Jones	F. "Only the Girls Run"	
____ 7. Jerry	G. "All Summer in a Day"	
____ 8. Margie		
____ 9. Giovanna		
____ 10. Miss Lattimore		
____ 11. Williams		
____ 12. Dennis		
____ 13. Francis		
____ 14. Mrs. Callaghan		
____ 15. Stacy		
E.C. ____ A. Sam		
____ B. Michael		
____ C. Marvin		

Part two: Use the traits of the main characters from stories. Write an autobiography about yourself, telling me the problems you've had in the way from what the solution to the problem was.

April 15, 1986

Dear

An innovative program is in operation at Turner for the 1986-87 school year. It is known as the Swing Team.

_____ has earned the right to be on this team because he/she has demonstrated good citizenship, motivation, effort, and a desire to learn.

The instructional program will be basically the same as that of our regular program, and it will be geared to the achievement level of the selected students.

The Swing Team class size will be no greater than twenty students.

This will be an excellent opportunity for your child, and we are pleased to be able to offer such a setting next year. Students on the Swing Team will gain more confidence and will have a better chance for success in their school work.

If you have any questions regarding your child's placement on the Swing Team, please call cone of the counselors, Mr. Glover or Mrs. Biloz, between 8:00 a.m. and 4:00 p.m. (243-3383).

Sincerely,

Mr. Paul Belobrajdic
Principal

Swing Team Teachers	Subject Taught
Mary Taft	Language Arts
Lawrence Coultas	Mathematics
Susan Hardin	Social Studies
Donna Rowland	Science
Patricia Biloz	Counselor
David Glover	Counselor

JONATHAN TURNER JUNIOR HIGH SCHOOL
SCHOOL DISTRICT 117
JACKSONVILLE, ILLINOIS 62650

Feb. 17, 1987

Dear Principal and Sixth Grade Teacher,

On Thursday, March 19, at 3:15 P.M. a meeting will be held in Room 200, Turner Jr. High. The purpose of this meeting will be to update all sixth grade teachers on the slow learner program being offered for the 1987-88 academic year.

Topics to be covered include:
--recommendation criteria
--priority ranking by each school
--prodecure for parental notification/permission
--progress report on program
--explanation of method adaption/tactical aproaches

The program for slow learners will no longer be designated as the "Swing Team." The children will be placed on the team using class code numbers which will place them in the appropriate class sections. The team members, counselors, and building principal will be present to help you to better understand the program BEFORE you make your recommendations and prioritize your lists.

Please mark us on your calendar for the 19th. We look forward to seeing you.

Sincerely,

(signed)

Mr. Paul Belobrajdic

JONATHAN TURNER JUNIOR HIGH SCHOOL

SCHOOL DISTRICT 117

JACKSONVILLE, ILLINOIS 62650

May 8, 1987

Dear Parent or Guardian;

An innovative program is in operation at Turner Jr. High for the 1987-88 school year. An Open House to explain this program will be held on Mon., May 18, at 7:00 p.m., at Turner in Room 200. The team of teachers for this program will be present to answer questions and explain class offerings.

_____ has earned the right to be on this team because he/she has demonstrated good citizenship, motivation, effort, and a desire to learn.

The instructional program will be basically the same as that of our regular program, and it will be geared to the achievement level of the selected students.

The team class size will be no greater than twenty students to one teacher allowing for more individual help.

This will be an excellent opportunity for your child, and we are pleased to be able to offer such a setting next year. Students on the team will gain more confidence and will have a better chance for success in their school work.

If you have any questions regarding your child's placement on the team, please call one of the counselors, Mr. Glover or Mrs. Biloz, between 8:00 a.m. and 4:00 p.m. at 243-3383.

Sincerely,

P. Belobrajdic

Mr. Paul Belobrajdic
Principal

Team Teachers	Subject Taught
Mary Taft	Math
Mary Mullgardt	Language Arts
Susan Hardin	Social Studies
Donna Rowland	Science

PROCEDURE

For removal of a student from the team:

Step 1 - Official meeting of the team with the student.

Step 2 - Call to parent and letter of intent to remove - a two-week probationary begins the day of contact with the parent.

Step 3 - Notify counselors of removal; Principal sends a letter to parent with regard to dropping of student from the team.

JONATHAN TURNER JUNIOR HIGH SCHOOL
SCHOOL DISTRICT 117
JACKSONVILLE, ILLINOIS 62650

Dear

This letter, which follows our phone conversation, is to inform you that, on _____, the Swing Team teachers met with _____ to discuss lack of effort and other problems.

During the meeting, _____ was officially notified that he/she has two weeks in which to demonstrate a marked improvement. If significant progress has not been made, he/she will be placed on another team.

The two-week probationary period will end on_____.

It is our hope that _____ will make the necessary attempt to remain on the Swing Team.

Sincerely,

JONATHAN TURNER JUNIOR HIGH SCHOOL
SCHOOL DISTRICT 117
JACKSONVILLE, ILLINOIS 62650

Dear Parent and/or Guardian:

This letter is to inform you that your student has not been placed in the program for slow learners for the 1987-88 academic year. As you are aware, the requirements for placement on the team include a good attitude, good attendance, no behavior concerns, and a willingness to try.

Some students are not being recommended for placement with the team a second year because of their good academic achievement and the development of positive study/organizational skills. We feel these students are ready to enter the regular academic program. The team will still continue to monitor their progress.

Other students are not being recommended for placement on the team a second year because of their behavior, poor attitude, lack of willingness to try, or poor attendance record. We feel that these students are not using our program to meet their needs. They will be moved to another team to afford another student the opportunity to use the program.

The reason your child has not been included for the upcoming year is indicated on the checklist below. If you have any concerns, please contact the counselors at 243-3383 as soon as possible.

Sincerely,

Team Teachers for the Slow Learner Program
Kristin Sallee
Susan Hardin
Mary Taft
Donna Rowland

_____Frequent, disruptive behavior in class
_____Poor attitude
_____Failure to hand in assigned work/lack of effort
_____Refuses to participate in team activities
_____Poor attendance record
_____Good academic achievement
_____Positive study/organizational skills

SWING TEAM GUIDELINES

WELCOME to the Swing Team! We are looking forward to working with all of you and getting to know you better.

We all have a job to do this year. Your job is to develop good study habits and learn as much as you can. Our job is to teach, help and guide you through the learning process to the best of our abilities. It is also our job to see that the atmosphere maintained in the classroom will be conducive to learning. Therefore, it is necessary to develop guidelines regarding your classroom behavior. YOUR COOPERATION IS MANDATORY.

RULES:

1. Follow directions-do what the teacher asks.
2. No swearing, horseplay, running, fighting.
3. Be in your seat at bell. Teacher dismisses class.
4. Be courteous-no name-calling.
5. Return all borrowed materials.

CONSEQUENCES FOR INFRACTION OF THESE GUIDELINES:

1st offense--warning

2nd offense--fine $100*

3rd offense--fine $200

4th offense--detention with a call home

5th offense--To Mr. Johnson/detention served for asst. principal with a call home

6th Severe clause--directly to Mr. Johnson

*These fines are non-negotiable checks paid through the student's classroom-checking account.

PLEASE have your parent/guardian sign in the space provided below indicating he/she has read the above guidelines and supply list on the back of this sheet. Return to me by _____.**

THANK YOU.....

Parent/Guardian Signature_____

**$25 bonus if letter is signed and returned by the date indicated.

SUGGESTED-CLASSROOM SUPPLIES

Below you will find a list of SUGGESTED classroom supplies. In our years of experience, these items have proven useful to our students:

1 assignment notebook
1 large ring looseleaf notebook(Trapper Keeper, for example)
looseleaf notebook paper, NO SPIRAL PAPER PLEASE!
pocketed folders for each class (VERY IMPORTANT!)
1 metric ruler (optional)
paper hole reinforcers (optional)
zippered, notebook-ringed pencil case(and, it would be nice to have pencils in this at all times)
paper pundh(optional)
black or blue ink pens
1 red ink pen (for grading)
#2 lead pencils
8-12 colored pencils NO MARKERS!
dictionary
atlas (for home)-optional
eraser

OVERDRAWN-STUDENT PROCEDURE

1. Thurs. night: Team teachers bring balances up to date.

2. Fri. 7th hr.: Give list of o.d. students to Susan to compile list for Monday morning's NO PASS LIST.

3. Mon. O.D. Notices out and names on the board.

4. Hold thos students checks (on no pass list).

5. Have O.D. student bring the o.d. sheet up to you with a deposit slip. Bring balance up to date by depositing his check you held. Place this on o.d. sheet and initial it. Student ~~keep~~ will keep this o.d. sheet with deposit slips attached to it. PLACE GARNISH on check attached to deposit slip.

6. Student must then correct his balance with this deposit in his checkbook.

7. Student will turn in to Mrs. Hardin when he is back in the black.

You are overdrawn!

Running Total

_____ our bank records indicate that you have spent $_____.____ more than you have in your account. You can <u>not</u> write any more checks until you have deposited the above amount. . . each pay check will be garnished until paid in full.

Date _____ - The Happy Returns Savings & Trust

PAY TO THE ORDER OF

$

DOLLARS

HAPPY RETURNS
SAVINGS AND TRUST

CASH

NET DEPOSIT

DEPOSIT TICKET

Name

ACCOUNT NO.

DATE 19

PAY TO THE ORDER OF

$

DOLLARS

HAPPY RETURNS
SAVINGS AND TRUST

CASH

NET DEPOSIT

DEPOSIT TICKET

Name

ACCOUNT NO.

DATE 19

PAY TO THE ORDER OF

$

DOLLARS

HAPPY RETURNS
SAVINGS AND TRUST

This policy entitles the person to whom it is issued to eight (8) visits to the nurse. Unused visits can be redeemed at a rate of $25.00 each. If none have been used, the policy can be redeemed for $500.00 in May.

This policy belongs to:

Issued by:

Date:

If this policy is lost please return it to Rm. 200.

Happy Returns Savings & Trust Insurance Company

One nurse's office visit Approved by: Date : Time:	One nurse's office visit Approved by: Date: Time:
One nurse's office visit Approved by: Date: Time:	One nurse's office visit Approved by: Date: Time:
One nurse's office visit Approved by: Date: Time:	One nurse's office visit Approved by: Date: Time:
One nurse's office visit Approved by: Date: Time:	One nurse's office visit Approved by: Date: Time:

This book entitles the bearer to six (6) visits to the restroom and/or drink trips. Unused coupons can be redeemed at a rate of $100.00 each... in May

This book belongs to:

Issued by:

Date:

If this coupon book is lost - - please return to Rm. 200

H.R.S.&T. Municipal Utility Company

One trip to the restroom and/or drinking fountain. Approved by: Date used: Time:	One trip to the restroom and/or drinking fountain. Approved by: Date used: Time:
One trip to the restroom and/or drinking fountain. Approved by: Date used: Time:	One trip to the restroom and/or drinking fountain. Approved by: Date used: Time:
One trip to the restroom and/or drinking fountain. Approved by: Date used: Time:	One trip to the restroom and/or drinking fountain. Approved by: Date used: Time:

YOUR SUPPLY CHECKLIST

You will need the following supplies and gear to attend our trip.

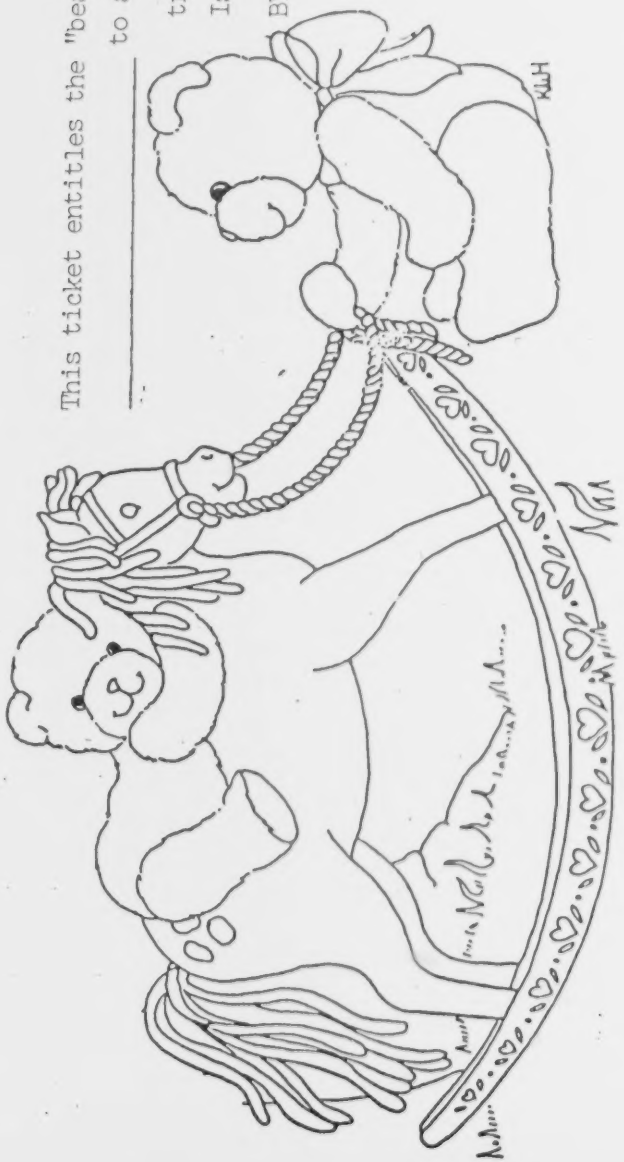
Check off as you pack!

One sleeping bag or bed roll (a bed roll is made by rolling two blankets and a sheet together)
Table service-plate, silverware, cup, these should be reuseable!
Sponge bath needs-towel, cloth, soap, comb, brush, toothbrush and paste, toilet paper (one roll per tent)
Change of clothes-underwear too!
Warm P.J.'s
Rain gear or jacket
Flashlight with working batteries! at least one per tent.
Sturdy shoes-an extra pair if possible
Sack supper—only what you can eat!
Pillow

Knee length shorts are allowed!
We suggest a pair of jeans or slacks for evening as it does get cold!

NO: NO SUITCASES ALLOWED!!!!
EXTRA FOOD—or you will have visitors in the night—the four-legged kind!
GHETTO BLASTERS or WALKMEN
All gear is rolled in sleeping bag!

This ticket entitles the "bearer": _____
to attend the _____ trip to Camp!
Issued: _____
BY: _____



8th Grade Field Trip Ticket

Are you ready for a real "fun" experience?

WELCOME!. WELCOME'. WELCOME!

WE ARE GOING TO HAVE A "BEARY" GOOD TIME ON OUR FIELD TRIP TO

CAMP TAPAWINGO GIRL SCOUT CAMP IN GERMANTOWN HILLS

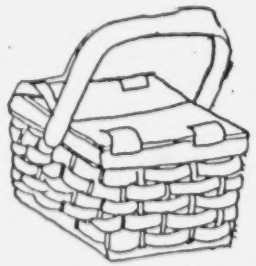
The team teachers have worked very hard to arrange a field trip of a lifetime! You won't believe all the activities we have planned for your and our enjoyment.

HIKING COOKING OBSTACLE COURSE COMPASS USE

SCAVENGER HUNT NATURE WALKS "GAB" SESSIONS CAMPFIRES SONGS

Our adventure begins on May 12, at 4:00 p.m. with our departure from the bus dock at Turner Jr. High. Please be on time as we will be leaving promptly at 4. We will travel by bus to Germantown Hills northeast of Peoria to arrive at Camp Tapawingo at 6:15 p.m. Then the fun begins.

All meals (other than your sack supper) are included in the cost of your ticket. The only money you might need is for the pop machine the second day-four quarters; and T-shirts and patches will be available for purchase at camp-- shirts are $. and patches are 80¢.



GIRL SCOUTS

Kickapoo Council
of Girl Scouts, Inc.
1103 West Lake Avenue
Peoria, IL 61614
(309) 688-8671

We are counting the days til we take off to a relaxing and fun 1987 Eighth Grade Field Trip!

We will return at 5:00p.m. on May 13, 1987, please be sure someone is at Turner to pick you up.

Dear Parent/Guardian:

Our team is anxious for our field trip departure date to arrive. The activities we have planned are both educational and fun!

In order to assure things will go smoothly as planned, we first need your son/daughter's full cooperation during the entire field trip. If for some reason your son/daughter chooses not to cooperate, we will call you regarding the matter. You will need to come and pick her/him up immediately and provide transportation home.

If you agree to the above conditions, please sign below giving your son/daughter permission to attend our field trip. This permission slip is due no later than May_____.

Many hours have gone into planning this field trip and we hope your son/daughter has both an enjoyable and memorable experience.

Sincerely,

Mrs. Taft Mrs. Sallee Mrs. Hardin Mrs. Rowland

Student's Name:

Parent/Guardian Signature:

STATISTICAL INFORMATION ON SWING TEAM

Students were asked if they liked school:

72.3% of the students gave a positive response at the beginning of the school year.

92.2% of the students gave a positive response at the end of the school year.

Students were asked if being on the swing team make this year better than it would have been otherwise:

94.1% of the students said "yes."

Parents were asked if their child enjoyed being on the swing team this year:

91.8% of the parents answered "yes".

Parents were asked if their child talked more about school this year than in the past:

75.5% of the parents agreed that they did.

Attendance figures for Turner Junior High:

7.1% was the absentee rate of students not on the swing team.

5.1% was the absentee rate of swing team students.

Evaluation of swing team students' attendance (past vs. present):

67.6% of the students showed improvement in at least one of the two areas used in the evaluation.

6.13% of the parents felt their child had improved attendance.

Academic achievement:

21.7% of students were on the honor roll during one quarter.

60.8% of the students felt the organizational and study skills they were learning helped in their electives.

71.6% (average) of the students felt they learned more in the four academic subjects than in any other year.

96.1% of the parents were pleased with the academic progress of their child.

SWING TEAM SURVEY FOR PARENTS

Realizing that school has been in session for only four weeks, we would like and appreciate your reactions at this point in time to the Swing Team.

Please Circle ONE reply for each statement below:

1. My son/daughter is enthusiastic toward school this year.

   YES NO TOO EARLY TO TELL

2. My son/daughter feels better about completing homework so far this year.

   YES NO TOO EARLY TO TELL

3. My son/daughter feels the work is / too easy // too hard // at his or her level.

4. My son/daughter seems to be feeling better about himself/herself; is showing more self-confidence.

   YES NO TOO EARLY TO TELL

5. My son/daughter is excited about the opportunity to earn "money" in school.

   YES NO TOO EARLY TO TELL

6. At home, my son/daughter talks about school with me.

   YES NO TOO EARLY TO TELL

7. I am looking forward to this school year because of this new program.

   YES NO TOO EARLY TO TELL

PARENT OPINION SURVEY

7TH Grade

The purpose of this survey is to assist the Swing Team teachers and the administration in learning more about the effectiveness of the Swing Team program at Turner by measuring the attitudes of the parents toward the program and related matters.

Your opinions are of vital importance to this assessment.

There are no "right" or "wrong" answers.

There is no need to sign your name.

Please have your child return the survey to Mr. Coultas. If you wish, you can mail your survey to the school without a return address.

PLEASE RETUTN THIS SURVEY BY THURSDAY, MAY 29.

DIRECTIONS:

After reading each item, please select one of the five responses below each item which most nearly represents your feelings.

Circle the letter immediately to the left of the response selected.

1. I was kept informed (by grade cards, mid-terms, etc.) of my child's progress throughout the school year.

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

2. The Swing Team helped prepare my child to better organize his/her work in completing assignments and preparing for tests.

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

3. The Swing Team did a good job in teaching the students the basic skills (Math, Science, Social Studies, English).

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

4. The Swing Team program helped my child to understand and to get along with other people.

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

5. The Swing Team offered a wide variety of good activities (checking account, auctions, English Tea, field trips, etc.)

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

6. The rules of the Swing Team were fair and reasonable.

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

7. My child's attendance improved this year.

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

8. My child did not feel frustrated by the academic program (testing, completing assignments, etc.).

   A. Strongly Agree
   B. Agree
   C. Disagree
   D. Strongly Disagree
   E. No Opinion

9. The Swing Team did a good job of providing my child with the opportunity to reach his/her full potential this year.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

10. I feel that the Swing Team teachers were highly competent.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

11. The Swing Team teachers placed proper emphasis on behavior and academic grades.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

12. The Swing Team teachers' ways of teaching were helpful to my child.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

13. Acceptable emphasis was placed on the social development of the Swing Team students.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

14. Students in the program participated in planning some of the activities.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

15. Services provided by the counselors were supportive to the Swing Team students and teachers.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

16. The amount of homework was adequate.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

17. My child enjoyed the Swing Team experience.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

18. My child looked forward to going to school each day.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

19. It was easy to make appointments to see the Swing Team teachers.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

20. The Swing Team teachers were concerned about my child as an individual.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

21. My child received the personal attention needed from the teachers in such matters as help during classtime and extra help outside of class.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

22. My child felt that the subject matter in Science, Social Studies, Math, English was at his/her level.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

23. At home, my child talked about school more often than in previous years.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

24. My child seemed to have more self-confidence and self-esteem as a result of the Swing Team experience.

A. Strongly Agree
B. Agree
C. Disagree
D. Strongly Disagree
E. No Opinion

Feel free to add any comments on the back of this form.

THANK YOU FOR YOUR HELP IN COMPLETING THIS SURVEY!

FIRST QUARTER

Comparison of Seventh Graders of last year's Iowa Basic Tests with work done as Eighth Graders this year.

Lower 25% of students on the Iowa's 72/285 Range on Iowa's 4% - 32%

Adams, Steven	LD 2.-	Pedigo, Clinton	ST HONORS
Adkins, Danny	2.+	Peters, William	ST 2.0
Ankrom, Matt	2.-	Preston, Russell	ST HONORS
*Armstrong, Eddie	LD	Purtle, Russell	ST 2.-
Armstrong, Jeanie	ST 2.0	Range, Robin	ST 2.+
Austin, Tammi	ST 2.0	Reynolds, Jim	2.-
Banks, Chris	2.0	Russell, Joanne	ST H. HONORS
Baptist, Mindy	St 2.+	Sides, Julie	LD-ST 2.+
Boots, Bucky	ST 2.0	Silta, Lisa	HONORS
*Bowser, Bill		Sitton, Debbie	ST 2.-
Boyd, Mike	ST 2.-	Stocker, Alan	ST 2.+
Bratsch, Chriss	ST 2.0	Thomas, Gary	ST 2.-
Bray, Ronnie	ST 2.+	Vignone, Dallas	ST 2.+
Burton, Mathew	2.-	Virgin, Tammy	ST 2.+
Busen, Rhonda	ST 2.+	Wankel, Shelly	2.+
Buster, Kenneth	ST HONORS	Warcup, Chriss	ST 2.-
Carroll, Jasen	ST 2.-	Waterfallen, Lisa	ST 2.-
Cook, Patricia	ST HONORS	Welsh, Brent	LD 2.0
Darwent, Chad	2.-	White, Jesse	LD 2.-
Defrates, Kerry	LD-ST 2.-	Williams, Jennifer	2.0
DeOrnellas, Kari	ST H.HONORS	Woolens, Naaman	2.-
Fernandes, Dennis	ST 2.-		
Finch, Jessica	2.0		
Fisher, Chris	2.-		
Fox, Pam	ST 2.+		
Frazier, Helen	ST HONORS		
Freeman, Ethel	ST 2.-		
Fritts, Jack	ST 2.-		
Gimbel, Terry	LD 2.0		
Graham, Brandi	ST 2.+		
Hale, Adam	2.-		
Henderson, Christina	ST HONORS		
Hill, Brandy	LD-ST 2.0		
Hoots, Anthony	ST 2.-		
Hunter, Chris	LD 2.0		
Johnson, Darrel	ST. H.HONORS		
Jones, Andy	ST.2.-		
Klemmensen, Pam	LD-ST H.HONORS		
Kretzer, Mike	ST 2.+		
Lomelino, James	ST 2.-		
Mason, Mike	LD 2.-		
McDaniel, Vicky	LD-ST 2.-		
McDowell, David	LD-ST 2.-		
Menard, Martin	LD 2.-		
Meves, Bonnie	ST HONORS		
Miller, Chris	ST 2.0		
*Miller, Paula			
Mitchell, Nat	2.-		
*Nash, Kevin			
*Nash, William			
Neeley, Mike	LC-ST 2.-		
*Neff, Chris			

HIGH HONORS	4
HONORS	8
2.0+	13
2.0	12
2.0-	30

2.0 or Better 37
2.0 or Less 30
67

HONORS 12/67 or 18%

20+ 25/67 or 38%

48/67 getting L.D. or S.T. help 72%

of the 48 . . .30 Students are 2.0 or better

11/48 on Honors 23%